DIG Meeting Minutes

Location	PCC V104
Meeting Date	07.2.18 (#9)
Submitted by	Emi
In Attendance	Brock, Tina, Jason, Kahlil, Patty, Adrienne, Emi, Michaela, Joy, Valerie
Next Meeting	July 16, 10:30am

Agenda Item	Income data and College 1 success rates

Discussion Notes:

Patty: Provided spreadsheet with College 1 retention rates, success rates and percentage point gap in success rate (2016-17) grouped by student income level (15K – 20K, 21K – 30K, 31K – 40K, 41K – 50K, no income data) and disaggregated by race. Students with income data coded as "0" were included in the "no income data" group.

What we noticed: There are still equity gaps for Black and Latino students when success rates are broken down by income level. Data does not include financial aid supports. Retention rates are high for all.

Discussion topics:
- Jason: Is this about SES background (related to parent income level) or about current SES status (current resources available)? In K-12, it is more about the students' SES background, but these become conflated with higher education students. If we include financial aid, then we will be looking at current income status, rather than background.
- What is going on with the "no income data" group? Why are students not completing financial aid forms? How many students do not apply for financial aid at the college, as a whole? There are workshops to help students complete FAFSA and CA Dream Act. Tina brought up Cecelia's related study on "nudging" students to complete financial aid.
- High retention rates can indicate that students want to be in school and successful. How do first-year students define success? How can faculty communicate college behaviors (such as calling students when they are consistently absent)?
- What is the peer messaging in the class? Students aren't going to expose their vulnerability about not knowing certain processes in the classroom.
- Let's include students in the DIG – when is a good time? Should we pick a particular DIG and focus on topics are related to students, or bring them in at any time? The objective for the group is always moving, and always related to equity, so perhaps they can come in at any point. Let's pay them too.

What are other data needs?
- Do we want to continue down the path of looking at income? Since we still see equity gaps, it does not appear to be related to income. However, the numbers are small (some groups only having 5 or 6 students). Additionally, these are artificial cut-offs, and there may not be any qualitative differences between income level groupings.
- Could we look at this data for a larger group of students? What is the outcome (rather than College 1 success rates) – English 1A, Math, or total course success? Patty will consider this more, and see how the numbers shake out (if we will have large enough numbers in each group depending on these different outcome variables).
- Why are we looking at income? We are interested in, if we removed financial barriers, would we still see equity gaps. Some campuses have had success when providing students with their basic needs (housing, food) and removing those barriers.
- However, we are still interested in understanding the "black box" of what goes on in the classroom. By exploring income further, are we taking away from other pieces? There seems to be three pieces that are interrelated: curriculum, faculty/instruction, and outside of classroom experiences.
- Let's look at the College 1 curriculum, and talk about how it was created as well.

JAM Overview:
- JAM is a 4-day program that a student can attend before College 1. It is facilitated by JAM student leaders. Student apply and interview for the leader position, and then go through training. Coaches and leaders come together to lead JAM. Students are grouped according to their career community (about 10 to 20 students per group, but this increases closer to the school year). College 1 instructors receive the JAM booklet so that there is a thread between JAM and College 1. Last year, PCC worked at making the two programs more cohesive and mapping common outcomes.

Task	Person Responsible	Timeline
Income data and success rates for larger group (English 1A, Math, or overall course success)	Patty	July 16th or 23rd
First round of interviews with instructors	Tina/Joy	July 16th
Distribute College 1 curriculum and PD Institute training booklet (if available)	Brock	July 16th or 23rd