

Student Success Committee (SSC)
Minutes
November 6, 2014

Attendees:

MSC	Faculty	Classified	Students
Takeo Kubo Roland Montemayor Blake Balajadia	Jennifer Nestojko Celia Cruz Fabio Gonzalez	Maria Avalos Patty Romero Xiomara Martinez	

Absent: Elaine Burns, Joyce Lui, Debra Guzman, Amana Ikram, Mohammad Habib

- I. Approved Agenda:
Motion to approve minutes –Roland/2nd Takeo

- II. Minutes from Oct. 16, 2014
 Roland – Delete line IVc last sentence
 Fabio – Read actual charge – sent Maria an email because he received a copy that didn't see will monitor and make recommendations to the College Advisory Council and Academic Senate. He did not see it; the version he saw it was going to become a subcommittee for CPC which is not called CAC.

 Motion to approve amended minutes –Roland/2nd Blake

- III. SSSP Report Update
 - a. Roland – a couple of items faculty asked a few items to be added, but they approved it with those amendments. It now going through signature process.
 - b. Fabio – was at the meeting too; important that we acknowledge the comments that were made. Faculty is still confused about the ultimate goal of what SSSP is supposed to do and they are under the assumption they are supposed within expressive. We have to find a way to disseminate the key components that need to be addressed with SSSP and send out the information out as soon as possible. People across campus they understand what the whole purpose of SSSP, so they are not questioning about the funds and they are looking at the initiative that are supposed to be incorporated within this plan. Maybe we have not done a good job in explaining to the college as a whole. Many questions that were brought up when they were looking at the report. – Why not addressing at tutoring or other initiatives that are student success.
 - c. Celia – with her years of experience here - the more you show people information the better educated they become. So if an effective job has not been in place or whether it's apathy that people have trying to learn what is happening on campus. Not sure which one is stronger right now on campus. If we can come up with a couple of blurbs that describes what the initiative. Along with the goals it has and the areas that will be working with or describing or enhancing might be another way putting it out not only to faculty, staff, and administrators as well as to students. It will affect them one way or the other.
 - d. Jennifer – When you hear student success as a faculty member that's a term that is used historically about instruction. Faculty see themselves as the core as student success. So when you hear student success thinking it's going to impact instruction directly.
 - e. Fabio - Asked the committee understood where Student Success Initiative came from and if understand basic skills and if a presentation was given to the committee.

- f. Roland – Gap when we have college wide presentation about student success we have not made the difference between college success, student success, the initiatives and what is funded by program. Student Success is much broader. Part of the charge is to create a student success plan that includes SSSP, Basic Skills, Equity Plan as a broader thing that we engage other people.
- g. Celia – still needs to go back to the people are informed and understand what it is and what it does. Whether it is a page that is distributed.
- h. Roland indicated it was two meetings ago at the Academic Senate – draft plan and an information sheet from the State Chancellors Office which specified what the charge was acceptable expense for the Student Success Plan and the Student Equity Plan.
- i. Celia – wanted to know where leaflets were located on campus about definition. Roland suggested a webpage be created on our website that will explain to everybody. A website will be done. Maria it has not been identify what needs to be on the webpage and should be an agenda item at the next meeting. Fabio will send Maria the link and do a copy and paste to put on our link.
- j. Fabio – Chapter 2 can be posted has well with the diagram. Don't need to redo anything because it's done already. Educate the public.

IV. Student Equity – agreement with committee needs to be tabled

- a. Jennifer – there is a rough draft and handout the data (8 pages); asked we look over it and for input from committee. Areas that they didn't have information but has plans to talk to the people about those areas.
 - i. Reviewed handout of rough draft of Equity Plan – read to committee the outline
 - ii. The report was divided by the three person committee (She worked on section A & B – Student Success Indicator for Access and Course Completion)
 - iii. Introduction will be done later. The executive summary will be an abstract; will work on it once more information is complete.
 - iv. Did take some things from SSSP. Read
 - 1. Goal A.1, Goal A.2
- b. Fabio – Addressed what are the indicators and what are you targeting. The indicators are going to be the one that determine the goals and activities.
- c. Jennifer – They looked at a population that are disproportionate impact and supposed to address the whole community.
- d. Fabio – cannot address the whole community you have to address where the most disproportionate and have to be intentional about it; what is the indicator? Cannot talk about goals and activities unless you know what the indicators are.
- e. Jennifer – the indicators they are looking at are Men of Color,
- f. Asked where is located in the disproportionate. Getting ahead if it has not been defined what the indicators are and well written. Then address these are the indicators.
- g. Jennifer – Elaine was working on the indicators and Jennifer would not be able to go over the tables, but know that some of the things found students over 25 years of age they are disproportionate impacted and don't have a lot of things doing for them. They did put in activities to address that. It's been mentioned before from other data Men of Color are impacted so those are some of specific areas targeting. Also know some population but don't have data to support but they are impacted. (LGBT)
- h. Roland – it would be helpful for committee if someone walked committee through the data and the areas that are disproportionate impacted or groups.

- i. Fabio – as a constituent rep he needs to take back information and say we are working on Student Equity student success indicators and this is conversation having and where the data is coming from and critical framework is telling us where to go. The analysis on the data found the committee decided and directing writers to look at A, B, C. When the report comes to any group they are already familiar what's in the report and can move report forward. But, if no clear understanding on indicators to the college and not to whole state. What you remove and what you keep is up to the committee. Hoping we could discuss has a group oppose to having one person writing report.
- j. Disproportionate is if you have 1.0 then that attracts attention.
- k. Asking for the Researcher to talk about the data
- l. Takeo- when looking at the template at the beginning with the guidelines given. Looked at the cohorts and if there was a proportionality .8 or less (being one of the definition). Look at handout not many that are .8 or less. This was from the instruction from March release. Looking at sending survey out and seeing what activities can do for the older students. Should the Student Services be kept open longer one night a week to accommodate evening classes, provide services on the weekend, do we go to churches and community centers for outreach, PDA meetings, etc. One of things doing to address access issue. And a lot does not speak to the .8 proportionality.
 - i. Fabio it can be set-up and we are setting up at the state level of 1.25
- m. Roland – concerned with Student Equity Plan not going through the process that it should be going through as we learned from Student Success Plan.
- n. **Requesting Student Equity be tabled for the next meeting.**
- o. Fabio – has link for Student Equity for Student Equity Plan that he can send the link to Jennifer. It can explain proportionality.
- p. Jennifer -Please review plan and forward comments. Don't wait for next meeting.