

**Student Success Committee (SSC)
Minutes
November 20, 2014**

Attendees:

MSC	Faculty	Classified	Students
Elaine Burns Takeo Kubo Roland Montemayor Blake Balajadia	Jennifer Nestojko Celia Cruz Priscilla Santos	Maria Avalos Patty Romero Xiomara Martinez	Mohammad Habib

Absent: Debra Guzman, Amana Ikram, Khadija Soufi

- I. Minutes from Nov. 6, 2014
Celia - Correction on item II, fifth line last sentence should read "...CPC which is **now**..." change word not to now.
Motion to approve amended minutes –Jennifer/2nd Takeo
- II. Approved Agenda:
Elaine – move item VI Webpage up to item IV
- III. **Welcome**
 - a. New student member to Student Success – Mohammad Habib
 - b. Also two other students will be joining committee that was appointed by ASG: Amana Ikram and Khadija Soufi.
- IV. **Webpage (Maria)**
 - a. Webpage for Student Success and Equity has been created on SJCC website. The webpage will display it is coming soon. Maria was barely given access to the webpage Wednesday, November 19, 2014.
 - b. The page is under the tab "Discover SJCC" – <http://www.sjcc.edu/discover-sjcc/student-success-and-equity>
 - c. Will input Student Success information in the webpage and will share with committee at the next meeting for input.
 - d. Celia - going to post drafts on website. Elaine – yes everything will be on the website.
- V. **High School Profiles (Joyce Lui)**
 - a. Joyce – PowerPoint presentation – "Who are OUR students?"
 - i. The students are students who graduated high school and began SJCC in the fall. Any enrollment whether full-time or part-time. The groups were divided into three cohorts: Fall 2008, 2010, and 2012.
 1. The year 2012 is significantly smaller than the other two years. This may show that our student population is getting older, whether it's students waiting a couple years then coming to our campus or they decided to work. Not sure of reasons but the ppt shows the cohort sizes.
 2. Not counted part of cohort. Example if they graduated and worked one semester then registered with school, then not counted part of the cohort. Does not mean we have graduates from local high schools enrolling. Just within our perimeters.

3. Also did not separate by schools.
- ii. Gender Make-Up – female is greater in 2008 and 2010, but in 2012 more men.
- iii. Race & Ethnicity Make-Up –2008-2010 white population shrunk and the “unknown” grew up to 3 times 2012. This may show that we are moving that students may or may not want to complete this part of question. Our population is changing; method of tracking may just need to be improved. People are defining themselves differently. Hispanic population did shrink but it could mean they are identifying themselves differently.
- iv. Fall 2008 Cohort – 300 students
 1. 200 seats in English/ESL/Reading; 35% college level
 2. 150 seats in Math. Less than half not enrolling in math classes; 73% college level
- v. Fall 2010 Cohort – 328 students
 1. 195 seats in English/ESL/Reading; 24% college level
 2. 150 seats in Math; 73% college level (double checked percentage because they were the same as 2008)
- vi. Fall 2012 Cohort – 65 students (coded these students same as 2008 and 2010)
 1. 34 seats in English/ESL/Reading; 15% college level
 2. 29 seats in Math; 41% college level
- vii. Not counting students that are not taking English or Math lass
- viii. Elaine - Lot of those students 2008 self-placed and did not take the assessment, but now they are required to take the assessment. Important to have the course completion rate in ppt.
- ix. Roland – missing those students that did not take English or Math so important to mention that the mention the students who did not take assessment are not included in the equation. Would also like to know out of the 300 students 2008 actually enrolled in English/Math.
- x. Jennifer – these high school students where required to take English and Math and when they come to college they may take other classes because excited to take other classes other than Math and English right away. Number of reasons.
- xi. Roland – may not want to take those classes either because it’s hard or they don’t do well.
- xii. Mohammad – clarification on what level-competency. Elaine – college level or below one or two college levels. Basic Skill is placement English / Math.
- xiii. Elaine – can Assessment pull out showing were high school students are placing.
- xiv. Cannot look up where incoming freshman are being placed, but will be in Ed Plan. But now cannot pull the data from Datatel.
- xv. Roland – these are the conversation community wants to know that we are having. Further discussion on the ppt.
- b. Elaine – SJCC will be having a Partnership Breakfast Friday Nov. 21st for the high schools, continuation and charter schools counselors, vice-principals and principals. We will be showing them what their students have been doing here last couple of years. After reviewing will not show PowerPoint at the Partnership Breakfast.

VI. Student Equity Plan

- a. Elaine – report was sent out to everyone and asked if everyone had a chance to review.
- b. Roland – Last meeting mentioned grateful for writing the report but what data was being looked at for the report.

- c. Joyce – the data was taken from DataMart and taken from where the state wanted us to pull the numbers. The part we had to do as an institution was calculate proportionality. Compared 2003-2004 to 2007-2008 success numbers, persistence numbers, and retention numbers. The state required that if the two groups had a difference of (compared by proportionality) less than .8 then it was considered disproportionate impact.
- d. Elaine – showed where Data Mart is located on the Chancellor's website: <http://datamart.cccco.edu/>
 - i. Where all the 112 college send their information (demographics, persistence, completion, etc)
 - ii. What we do is get the information gives the information to DO and DO send to Chancellors Office.
 - iii. If submitting the correct way it should come out and sometimes it may not be reported because not submitted.
 - iv. Also scorecard <http://scorecard.cccco.edu/scorecard.aspx>. – shows demographics (gender, race, age), remedial (shows six years out), persistence (one semester to the next), completion outcomes, etc.
 - v. Joyce – goal was for students to look at the scorecard and look what we have to and decide on what college is best for them. Across campus working on improving how we report data. No set standards and working on improving. Working with consultants, but will take time.
 - vi. Mohammad – how is the data collected? Rosters, grades, categorical programs, admission and records.
- e. Only answered what the state asked for the Equity Report.
- f. Elaine – need to know from committee does the data and plan makes sense and is there anything would like to add. For the budget only made a list of what we could possibly support when we find out what the budget will be. All in the scope of recommendation of other colleges are doing. Input is needed. Need to get to December board meeting.
- g. Compared with EVC – EVC Financial Aid awards more because they are younger compared to SJCC. We have more DSPS students than EVC too.
- h. Roland – one of things to look at as a group send out to all members. We should rank from list that was sent out. Put in phases of five. Not just about the money what is being done. Can we identify other efforts being done? Can you write a paragraph and then can be inputted in report.
- i. Elaine – then we should tie back into our strategic goals. Xiomara if can send information on Foster Youth too.
- j. Jennifer – need to address disproportionate. Have a few sparse areas, so need to populate it a little more. Sent to Academic Senate sent as informational and now as an action. Elaine sent it to them last Thursday and requested input.