

Attending:

✓	Patty Quinones (Co-Chair)		Sun Ezzell		Gizelle Ponzillo	✓	Beatriz Rivas (Student)
✓	Shiloh Blacksher (Co-Chair)	✓	Hong Guo	✓	Carlos Santana		
✓	Haneen Aguilar	✓	LaTasha Hagler	✓	Ned Weidner		
	David Beydler	✓	Lesley Johnson	✓	Marcell Gilmore		
✓	Elizabeth Casian		Jasmine McLeod		Susan Wright		
✓	Julie Cortez	✓	Sara Mestas		Tiffany Kuo (Guest)	✓	Doris Torres (Recorder)

Regrets: David Beydler, Sun Ezzell, Jasmine McLeod, Gizelle Ponzillo, Susan Wright

	Topic	Discussion	Outcome
1.	<ul style="list-style-type: none"> <li>Welcome and Review Agenda Topics</li> <li>Review and Approve 11.23.21 meeting minutes</li> </ul>	<ul style="list-style-type: none"> <li>There were no changes to this agenda</li> <li>R&amp;P 11.23.21 Minutes</li> </ul>	<ul style="list-style-type: none"> <li>Minutes of November 23, 2021, were approved with a correction on Susan Wright presentation title update from "What is Positive Education" to "What is Positive Psychology" and how Can We Use These Principles to Enhance Student Success?</li> </ul>
2.	<ul style="list-style-type: none"> <li>Review of Guided Pathways AACC Dashboard</li> </ul>	<ul style="list-style-type: none"> <li>Patty shared her screen on AACC Guided Pathways 1.0 Early momentum Metrics. She explained dashboard information on tracking first-time students.                             <ul style="list-style-type: none"> <li>All Colleges C KPI</li> <li>All KPIs X College</li> <li>Disaggregated KPIs</li> <li>Improvement by Subgroup</li> <li>Improvement on KPIs &amp; Gaps</li> <li>Cohort Composition</li> </ul> </li> <li>Patty also shared her screen on RIE Mt. SAC GP Dashboard, she explained enrollment on first-time student Cohort 2020-2021.</li> </ul>	<ul style="list-style-type: none"> <li>Shiloh said AACC Pathways was presented to the Presidents' cabinet. Dr. Scroggins asked if there was "attempted" information to identify gaps in the number of units, vs completed units.                             <ul style="list-style-type: none"> <li>Patty said "attempted/completed information" is located on the Research website in the Guided Pathways Dashboard.</li> </ul> </li> <li>From AACC Pathway document Patty shared her screen: Black students are completing Math and English less than in prior years and the dashboard completion rate of Black students has declined 37.8% in 2015 vs. 29.7% in 2019.</li> </ul> <p>Suggestions: Research other colleges closing the gaps.</p> <ul style="list-style-type: none"> <li>Launch board may provide information on data dashboards.</li> <li>Transfer level gateway completion dashboard, from the Chancellor's office may also have information.</li> </ul>

<p>3.</p>	<ul style="list-style-type: none"> <li>• Possible Focus Groups with Students</li> </ul>	<ul style="list-style-type: none"> <li>• Patty reported students are not involved with faculty office hours; she suggested having focus groups on students and faculty engagement.</li> </ul> <p>She asked the group, if we decide to move forward with focus groups</p> <ul style="list-style-type: none"> <li>• What topics should be asked of the students?</li> <li>• How would we be able to recruit?</li> </ul>	<p>Topic suggestions:</p> <ul style="list-style-type: none"> <li>• Add student voices, poster experience that was done prior to COVID was valuable information. Possibly look at the bigger picture of the roadblocks Blacks and Latinx students are experiencing.</li> <li>• Provide a Climate survey in order to get feedback from the student experience.</li> <li>• USC provided the students with a campus climate/racial survey, <ul style="list-style-type: none"> <li>◦ Patty will bring it to the next meeting for further discussion.</li> </ul> </li> <li>• Discuss Metrics from a student's perspective, students understanding, qualitative and quantitative.</li> <li>• Ask questions about students' experience in and out of the classroom and how they became successful.</li> </ul> <p>Recruiting students:</p> <ul style="list-style-type: none"> <li>• Have students write what is working and student experience.</li> <li>• Target those students of color participating in special programs.</li> <li>• Pay students, host breakfast, serve free lunch.</li> <li>• Invite Zelda Bolden as a guest, provide the group with her outreach information.</li> <li>• Student experiences, what can we do to help students who are struggling?</li> </ul>
<p>4.</p>	<ul style="list-style-type: none"> <li>• Early Alert Update</li> </ul>	<ul style="list-style-type: none"> <li>• Patty asked Sara to give a brief update on the early alert team. <ul style="list-style-type: none"> <li>◦ Sara explained, the early alert is for students enrolled in math and English, faculty will get alerts on missing assignments and other information, they are looking at expanding this system.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Faculty is looking into the alert system. What is working and not working?</li> <li>• Students do not have the ability to get course material due to cost.</li> <li>• Possibly identify those specific students who are unable to purchase supplies.</li> </ul>
<p>5.</p>	<ul style="list-style-type: none"> <li>• How to Central Student Support/Academic Services</li> </ul>	<ul style="list-style-type: none"> <li>• Patty asked the group if they are aware of a centralized support center</li> </ul>	<ul style="list-style-type: none"> <li>• Tutoring centers have created a pamphlet of all centers and what information is available.</li> <li>• Universal Student Services Support Syllabus tool is available to faculty.</li> </ul>

		<p>area or are there available resources for students and faculty members?</p>	<ul style="list-style-type: none"> <li>• Turn the pamphlet into a canvas page for faculty access or provide flyers or signs around campus to connect to the HUB.</li> <li>• Student member wrote in the zoom chat is required to read through the entire syllabus for each class and is required to use the Writing Center.</li> <li>• There is a new 2022 Spring flyer available for faculty and students.</li> </ul>
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Issue Bin/Future Agenda:

Future Meetings: March 22<sup>nd</sup>, April 12<sup>th</sup>, April 26<sup>th</sup>, May 10<sup>th</sup>, May 24, 2022