

## **Santa Ana College:**

### **Student Success & Equity Committee Meeting Minutes**

**Thursday, April 16, 2015**

**3:00 PM – 4:30 PM**

#### **Student Success Philosophy**

*Work across Santa Ana College to insure that all courses, academic, and student support service needed are available to all students at critical junctures in their completions journey. This requires coordinated college wide efforts to strategically organize assets.*

**Attendees:** Sara Lundquist, Co-Chair; Mary Huebsch, Co-Chair; Members – Briana Brennan, Micki Bryant, Josh Dorman, Annie Knight, Lynn Marecek, Karen Scott, Cathie Shaffer, George Sweeney, and Martha Vargas

Handouts: Agenda; Student Success & Equity Committee Roster; draft minutes from March 19 meeting; Equity Update; Santa Ana College Participatory Governance Committee Year-End Assessment Form

#### **I. Welcome & Introductions: Sara Lundquist & Mary Huebsch, Co-Chairs.**

- a. Public Comments** (particularly equity & student success related)
- b.** Contact Mary with any changes to 3/19/15 minutes before 3/22. Minutes will be finalized and considered approved on 3/22.

#### **II. Update of Our 3 Programmatic Pillars**

##### **a. BSI**

- i. We have applied to the BSILI (Basic Skills Initiative Leadership Institute) for support with developing professional development at SAC.
- ii. SAC credit BSI 14-15 allocation has been reduced by \$70,000. This may be a result of fewer basic skills having been offered than in previous years. Mary will investigate possible errors in coding of basic skills classes. Student Equity, 3SP
- iii. StrengthsQuest pilots have started in a selection of EMLS, Counseling, Study Skills and Human Development classes. FEP will implement StrengthsQuest in 2015-16. We need more information about using StrengthsQuest in the classroom.

##### **b. Student Equity**

- i. Equity plan revisions and updates: After budget updates from Equity recipients are received, the budget will be revised to include fall 15 carryover (2014-15 funds must be spent by December 31, 2015). California Equity Summit is week of April 20<sup>th</sup>. Sara, George and Josh will attend and then provide additional input from the Summit to the Equity Committee. The Equity report and revised plan will be presented to the SS&EC next fall. We will receive a reporting template from the State but will also proceed with our own analysis.
- ii. Equity Forums: Positive response to the March Equity forum in evaluations. Two more forums in May, one in the morning and

one in the evening. Students & ASG will be encouraged to attend.

- iii. Evaluation of the current Equity Grant Activities in late April & early May.
- iv. Equity branding & web design begun with support from Judy Iannaccone. This will help us develop and convey the SAC Equity message. Suggestions: equity@SAC
- v. Focus groups to assess student equity issues and voice have begun led by Josh Dorman. In addition to holding focus groups, we are administering student satisfaction surveys. About 1000 have been administered thus far. The surveys are long but contain important information for disaggregation purposes.
- vi. Continuing Tableau upgrades (Josh)
- vii. Equity meetings: 17 individual meetings have been held with departments. George will contact Counseling to schedule a meeting. These meetings provide an opportunity for each department to express its perspective on student equity and begin to explore department specific equity data. We received a lot of feedback about what information is needed from Tableau. Next year equity meetings may focus on departments that are completing quadrennial program review.
- viii. Sara suggested developing a brief survey to departments/department chairs who have had meetings, e.g Are you including equity data in department discussions? Are you raising questions about how equity relates to your professional practice? What are other tools you need to support your efforts?
- ix. Developing Research Capacity: We need to develop capacity for collecting data from students. Planning CIT Track adaptation.

**c. Student Success and Support Program (3SP)**

- i. Implementation Issues: Identifying and contacting our transfer population; making sure that all students are aware of their grades; updating student goals/majors; preventive efforts to support students who have received Early Alert notifications.
- ii. Possible interventions: look at particular populations such as all students with 30 transfer units or Adelante students; send an email to all students notifying them when final grades have been posted and asking them to review their grades; counselors update student goals/majors any time they are aware of a change; assess students on non-cognitive measures of success such as time management skills. Cathy noted that the new one-year registration policy makes goal identification even more important.
- iii. Continuing efforts to support students in math & English: some math jams will be offered in the summer; math assessment process is being reviewed because assessments often place students in math courses they do not need, especially pre-algebra; SACs new commitment that all entering students will get a seat in math and English in their first year resulted in hundreds of seat being added this fall and spring; students will move more quickly through the math pipeline in the Math 83 & 84 classes.
- iv. Implementing required 3SP policies (placement, advising orientation): Students are being allowed to complete 3SP requirements during their first semester at SAC. Counseling will follow up with students who have not completed the requirements at the end of the Drop/Add period. Students who have not

completed the requirements will be put on hold for their second semester registration. A variety of ways to complete: in one or more sessions, in person appointments, walk in appointment, online orientations, etc. Some follow up is taking place by phone with peer mentors. Counselors could be deployed to classrooms or elsewhere as has been done with the Basic Skills Counselor. Counseling is working with SAUSD to provide orientation for students enrolled in AP classes or other high school classes that articulate with SAC. Should CTE students be required to take placement exams? Micki is discussing this with deans that have CTE programs.

- v. Follow up on awarding associates degrees to Middle College High School Students: Compromise solutions are being discussing, e.g. allowing Middle College to claim the number of associates degrees earned in a year but not posting the degree for individual students so that their financial aid and access to EOPS and certain other services is not impacted.

### **III. Professional Development Updates**

- i. Mary will contact department chairs to ask about potential department offerings during flex week and the semester and about department professional development interests and needs. Some of the new faculty have offered to share techniques for implementing technology. Conference attendees may also be contacted.
- ii. A reading circle for in depth discussion of equity-related literature will be started. A few lunch time sessions on high interest topics including equity will be scheduled for late April and May. Reading Apprenticeship sessions continue (April 24 10AM in I-103, May 13 2:30PM in I-206, May 15 10AM in I-103). Sara suggested including Reading Apprenticeship in the New Faculty Institute. The Institute has included more academic and practice centered activities this year than in previous years.

IV. **Final Meeting Evaluation:** Meta-analysis for documentation of what we have learned this year and what we plan to implement for next year. This evaluation will be incl

V. **Committee Calendar for 2015-16 TBA. George Sweeney will serve as SS&E Committee co-chair next year.**

### **Santa Ana College Mission Statement**

*The mission of Santa Ana College is to be a leader and partner in meeting the intellectual, cultural, technological, and workforce development needs of our diverse community. Santa Ana College provides access and equity in a dynamic learning environment that prepares students for transfer, careers, and lifelong intellectual pursuits in a global community.*