

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"> Welcome and Review Agenda Topics Review and Approve 11.23.21 meeting minutes 	<ul style="list-style-type: none"> There were no changes to this agenda R&P 11.23.21 Minutes 	<ul style="list-style-type: none"> 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?
2.	<ul style="list-style-type: none"> Review of Guided Pathways AACC Dashboard 	<ul style="list-style-type: none"> 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"> All Colleges C KPI All KPIs X College Disaggregated KPIs Improvement by Subgroup Improvement on KPIs & Gaps Cohort Composition Patty also shared her screen on RIE Mt. SAC GP Dashboard, she explained enrollment on first-time student Cohort 2020-2021. 	<ul style="list-style-type: none"> 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"> Patty said "attempted/completed information" is located on the Research website in the Guided Pathways Dashboard. 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. <p>Suggestions: Research other colleges closing the gaps.</p> <ul style="list-style-type: none"> Launch board may provide information on data dashboards. Transfer level gateway completion dashboard, from the Chancellor's office may also have information.

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

		<p>area or are there available resources for students and faculty members?</p>	<ul style="list-style-type: none"> • Turn the pamphlet into a canvas page for faculty access or provide flyers or signs around campus to connect to the HUB. • 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. • There is a new 2022 Spring flyer available for faculty and students.
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Issue Bin/Future Agenda:

Future Meetings: March 22nd, April 12th, April 26th, May 10th, May 24, 2022