

**Committee:** Student Success Committee  
**Date:** April 12, 2018  
**Time:** 1:15pm – 3pm  
**Location:** TE-120

**Committee Charge:** The Los Angeles Trade-Tech College Student Success Committee is charged with identifying best processes and recommending policies that enhance students’ ability to be successful. This includes outreach, recruitment and comprehensive assessment leading to enrollment, retention, persistence and completion.

**Shared Definition of Student Success**

Students possess the competencies necessary to identify, select, start, continue AND complete LATTC program(s) of study that lead to entry, retention, or advancement in employment and/or transfer to four-year institutions.

**Meeting Attendance Roster:**

<b>Member Roster: (Name and Constituency)</b>	<b>9/07</b>	<b>10/05</b>	<b>11/2</b>	<b>12/7</b>	<b>3/1</b>	<b>4/12</b>	<b>5/3</b>	<b>6/7*</b>
Kaneesha Tarrant, VP Pathways & Student Affairs (Co-chair)	X	X		X	X	X		
Jess Guerra, AFT Faculty (Co-Chair)	X	X	X	X	X			
Jim Lancaster, Vice President Instruction	X	X	X			X		
Leticia Barajas, VP, Pathways Innovation & Institutional Eff.	X	X	X		X	X		
Martin Diaz, Academic Senate	X	X		X	X	X		
Marvin DaCosta, Academic Senate		X	X	X	X	X		
Carole Anderson, AFT Faculty Guild	X	X	X					
Kookie Murray, AFT Staff Guild								
Andrew Toney, AFT Staff Guild								
Liberal Arts & Sciences								
Jan Gangel-Vasquez, Chair, English	X	X		X	X	X		
Thomas Dawkins, Chair, Counseling	X	X	X		X			
Taybeh Meftagh Chair, Math	X	X	X	X	X	X		
Chair, CTE								
Cesar Martinon, ASO Student Rep	X							
Christopher Sweeten, Dean Counseling	X	X	X	X	X	X		
Maggie Cordero, Teamsters	X	X	X	X		X		

Guests present: Patrick Reed, Cristian Vargas, Tanith Barcroft, Eliza Hoyos Vences, Marcia Wilson, Saadia Porche, Ramon Abrego, Eboni McDuffie, Sally Sowter, Cindy Dominguez, Armine Javadyan, Jerry Vachon, Cynthia Morley

**Meeting called to order at 1:20pm.**

**I. Roll Call/Quorum: Jess Guerra, Co-Chair Student Success Committee**

**II. Approval of March 2018 minutes**

Motion to approve by C. Sweeten, second by T. Meftagh. Minutes approved by consensus.

**III. Reports (*not to exceed 5 minutes*)**

**a. LACCD SSI Committee (Javadyan)**

No report as a meeting hasn't taken place since March.

**b. Conference Updates (Guerra/Tarrant)**

HBCU tour: Umoja Coordinator Carlon Manuel, Jeremy Jackson, and 18 students are participating in a 1 week tour. A report will follow when they return.

Sacramento- C. Sweeten and E. Hoyos Vences are attending the Basic Needs Summit (topics consist of housing, food, mental health). A report will follow when they return.

Incarcerated or previously incarcerated students April 19 and 20 in Irvine, a report will also follow.

**c. Student Support- Strategic Priority #2 Monthly Report (Tarrant)**

Tuesday, April 10<sup>th</sup> the campus marked the reboot of food pantry. We are currently partnering with St. Francis. Another pilot run will take place on April 24<sup>th</sup>. On the 10<sup>th</sup> 114 students were served in 1.5 hours. More advertising will be done for the next pilot.

**IV. Discussion & Presentation Items**

**a. Guided Pathway Program Activities – Planning and Action (L. Barajas) – Overview on plan status, recent Advanced Guided Pathway Institute and Upcoming Activities April/May/June 2018-19.**

Recently submitted the guided pathways plan. Working with P. Reed to revamp the PIIE website to memorialize all the work that has taken place. LATTC is 1 of 20 colleges in the guided pathways project. Currently focusing on basic skills Math and English and AB 705 and bringing in the student voice within the pathways. Each were identified in the guided pathways plan, which will be posted on the website as well. All guided pathways work has been vetted by the campus' shared governance at each committee meeting. Faculty and staff are encouraged to attend IEPI conferences and workshops, five readers are needed and anyone interested should email L. Barajas so they can be considered by Tuesday, April 17<sup>th</sup> at 4pm.

**b. AB 705 and Guided Pathways (J. Lancaster/J. Gangel-Vasquez/T. Meftagh) – Update on the current English, Math and Assessment efforts in preparation for meeting AB 705 guidelines by Fall 2019. Discussion of student and faculty supports needed aligned to Guided Pathway Plan and Educational Master Plan.**

K. Tarrant introduced the group by reminding the group of the committee's charge and why this information is so important to the work that has taken place.

J. Lancaster gave an overview of the information listed on the implementation timeline handout. Mandate is to maximize the probability that students will complete college level English and Math within 1 year. ESL- 3 years. 1 year timeframe is two primary terms, or semesters. Taking away the assessment testing and looking at multiple measures, relying on high school transcripts and gpa in order to place students into higher levels of English and Math. The college must be compliant by Fall 2019. As of right now, Lancaster considers the college on track based on this timeline. Chancellor is still releasing information that is relevant to the changes AB 705 brings. Additional faculty attending California Acceleration Project (CAP) this summer. Implementation timeline: students with senior level English should start at English 101. 1.9-2.6 gpa. 60% of students are successful in transfer level English while students who enrolled one level below, the success rates were much less. The data that the chancellors office is looking at suggests students should start at English 101 because of these success

rates. Also recommending additional academic and prerequisite support, particularly for students with 2.6 and lower gpa coming into freshman year of college. Non-compliance means no AB 19 money (college promise grant money) and can also impact guided pathways funds. K. Tarrant wants to clarify that compliance is not only to secure money, but to make sure they are assisting students in the best way the campus can. AB 1935 tutoring across the board and opens up the availability for supervised tutoring. AB 1805 requires all community college students to be aware of their rights with the multiple measures through AB 705.

Gangel-Vasquez discussed the importance of identifying the acceleration program in order to avoid students dying out in the remedial process. Scores are based on both accuplacer and mmap. There has been no “dumbing down”, same instruction takes place but curricular design has not yet taken place. Staff development will be needed for classroom practice, the “artifacts”, syllabus content, etc. CAP conference discussed that this data was collected over 15 years by faculty members and it is now the law to pay attention to this data through AB 705. As more conferences come up the faculty have been attending. She also notes how important it is for counselors to be aware of these changes that AB 705 will require a heavy first year of English and Math.

T. Alvarez- handouts provided. Removed the two limit rule; mmap could only lift two levels but that has been removed. Removing the two limit rule made a large difference with Math, and also made an impact on the English levels as well.

Accuplacer will not be phased out because it will still be part of the multiple measures should students not have the ability to provide their transcripts or gpa data from their highschools. Accuplacer cannot be used as a diagnostic tool because it did not qualify as a tool to do so. K. Tarrant notes that assessment tools will most likely evolve as AB 705 is a new requirement. L. Barajas notes the changes made to assessment tools, as it has in the past, goes through different committees in order for all constituencies to provide input. Gangel Vasquez touches on the accuplacer and A. Zarpas data comparison is helpful, so she believes accuplacer should stay because it is still useful. M. Galindo suggests this should also be taken to the curriculum committee because there is talk of blaming high schools for inaccurate information. Joof adds that choosing a primary tool for measurement doesn't suggest removing all others. Sowter notes it's a good opportunity for instructors to assess as well.

Meftagh's work so far is based on numerous conferences and workshops, and has brought the information to the department meeting to discuss AB 705 with full-time faculty. District Math Council brainstormed how they want to implement AB 705 and incorporate a smooth transition, other colleges are working together and are numbering. Some courses were eliminated to make the road shorter for engineering students. Classroom practices need to change and training for adjunct and faculty so they understand what is going on and what the student needs. Cuyamaca already has imbedded these practices and has shared the information with Meftagh. She also notes it is helpful that the faculty are working together with this work. It was clarified during this discussion that the state has not yet determined if non-credit starts the one year clock.

Joof discussed the main goal is to inform students of their placements and their options. Regular staff meetings have taken place to address the plan of action. Other diagnostic models are being looked into so we can look into where students should accurately be when they place for Math and English. And then different types of teaching needs to happen in the classroom so the students are successful in completing the courses they place into. The big thing is the two limit rule. L. Barajas noted learning skills has been archived and the intent is for the Math department to archive the learning skills for 10c, gangel Vasquez added that ESL non credit has not yet been archived as well.

What things need to be in place to help Assessment, English, and Math with these changes?

- Scheduling classes and getting the word out to get students into these classes.
- Early alerts, tutoring services in order to make sure students are successful once placed. District is going to go live with early alert and the campus will need to establish business practices for this option.

- Day of dialogue topic or academic senate so the mindset of the faculty can shift towards the work taking place and how it affects the entire campus.

L. Barajas asks how to best get faculty attendance to these discussions, to which she suggests to create a specific calendar of professional development related to AB 705. Lancaster discussed an ongoing AB 705 road show that could attend each pathway to discuss the impacts AB 705 has on each program.

Meftagh suggests heavy training for adjuncts, although contractually they cannot be required to attend training. Incentives were discussed for adjuncts to attend trainings. Professional development funds have been set aside for AB 705 and those adjuncts who are unaware of these requirements can be evaluated accordingly.

**c. Pathway Student Ambassador/Mentor Program (K. Tarrant) – Discuss the implementation of a Pathway student ambassador program to connect and support students in the pathway as outlined in Guided Pathway Plan and Pathway Practices prior planning efforts.**

Student ambassadors are a plan geared to impact student transition from community and K-12 to college (short milestone) and provide guidance in selecting a pathway (long milestone). These would be student workers and would need to meet specific requirements. This is also an idea that first started with lift-off but didn't end up piloted. Tasks would include conducting tours, assisting with applications, follow-up, peer advisors, etc. A discussion took place whether these could be specific pathway ambassadors or general ambassadors. Sweeten suggests these students need to be centralized to ensure scheduling and budgeting needs of the business practices. Concerns were raised between the roles blending between a pathway navigator, counselor, and student ambassador. Allowing students to share their experience in order to encourage other students was a common theme throughout the discussion. Additional conversations will be held with the Chairs Council to get feedback so further steps can be taken towards this process.

**V. Items from the floor**

L. Barajas mentioned all the students have received an email for tools of the trade. 256 eligible based on criteria. Applications are due April 23<sup>rd</sup> at noon.

**Meeting adjourned at 2:59pm.**

**Committee Meeting Summary - Action Items Overview**

Action Requested/Pending Items	Accountable/Responsible Person	Due Date

**Student Success Committee 2017-18 Committee Goals**

1. Applying and bringing to scale the best practices (e.g. high coordination, additional follow-up/multiple contacts, establishing a community/connection early in the student's educational journey, monitoring student progress) from programs (e.g. Punte-like, EOPS-like) in the pathways.
2. Prepare the remaining programs by Spring 2017 to move into pathways by Fall 2017.
3. Refine the evaluation tool to monitor and support PACTS Tier 1 and Tier 2 with an emphasis on Academic Readiness (Math and English).