

Committee: Student Success Committee
Date: September 6, 2018
Time: 1:15pm – 3pm
Location:

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:

Member Roster: (Name and Constituency)	09/6	10/4	11/1	12/6	2/7	3/7	4/11*	5/2
Kaneesha Tarrant, VP Pathways & Student Affairs (Co-chair)	X							
Jess Guerra, AFT Faculty (Co-Chair)	X							
Leticia Barajas, VP, Pathways Innovation & Institutional Eff.	X							
Jim Lancaster, Vice President Instruction	X							
Marvin DaCosta, Academic Senate	X							
Martin Diaz, Academic Senate	X							
Joseph Guerrieri, AFT Faculty Guild	X							
Kookie Murray, AFT Staff Guild	X							
Thomas Dawkins, Chair, Counseling	X							
Taybeh Meftagh, Chair, Math	X							
Jennifer Ortiz, Chair, English								
_____, Chair, CTE								
_____, Chair, Liberal Arts & Sciences								
Rugmini Vasquez, ASO Student Rep								
Christopher Sweeten, Dean Counseling								
Ramon Abrego, Teamsters	X							

Guests: Maggie Cordero, Arineh Arzoumanian, Roberto Mancia, Lisa Patton, Vincent Jackson, Kenadi Le, Elizabeth Flowers, Sally Sowter, David Esparza, Robert Wemischner, Ani Zarpas

Meeting called to order at 1:21pm.

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

II. Welcome and Introductions (Guerra)

New constituency representatives and the rest of the group were introduced around the room.

III. Approval of May 2018 minutes

Motion to approve the minutes by Barajas, second by Meftagh. Minutes approved by consensus

IV. Action Item: Election of Administrator Co-Chair (Guerra)

Barajas nominates Tarrant, no other nominations made. Tarrant voted in by consensus with no objections.

V. Reports (not to exceed 5 minutes)

LACCD SSI Committee is removed from standing reports after verifying with D. Harrington and VC Corner.

a. Student Success Related Activities (Guerra/Co-Chair)

The new funding formula and financial aid components have led to a needed summit. An expert has been asked to speak at the financial aid awareness summit designed for non-financial aid employees to gain a better understanding of the process. Staff, faculty, and administrators are all welcome. See brochure for additional information.

b. CAGP #4 (Barajas) – Handout

A team is currently in San Francisco at California Guided Pathways Institute. Marcia Wilson, Michelle Cheang, Henan Joof, Christopher Sweeten, Eboni McDuffie, and Armine Javadyan. The plan is to link this information to the SEMP. A website will also be launched with additional information.

c. Other

Strengthening Student Success by RP group is taking place on October 3-5 in Garden Grove, post-conference workshops are available (such as guided pathways, counseling, ab 705). Tarrant will send link to the committee so interested parties can attend.

VI. Discussion & Presentation Items (See Page 3)

- a. Presentation: Strategic Educational Master Plan (SEMP): Planning and Action for 2018-19 Student Success Committee(SSC) (L. Barajas/M.Diaz) – Overview of 2017-2025 LATTC SEMP and college-wide goals for SSC to monitor based on College Council Retreat.**

Barajas gave an overview to the shared governance process and describes how each committee contributes to College Council. At the College Council retreat over the summer, input was received from all campus groups to identify metrics to achieve from the SEMP. The Student Success Committee is charged to support Strategic Initiative 1.1 (seamless transition).

Strategic Initiative #1: Pathway Realization to Promote Completion.

1.1 How do we improve onboarding so the transition is seamless for k-12 and community? Lead VP: Tarrant, Student Success Committee.

1.2 Clear pathways to completion. Lead VP: Lancaster, Academic Senate.

1.3 Connect pathway students to careers with a tool to track alumni/student success. Lead VP: Barajas, Student Success Committee.

Strategic Initiative #2: Professional Development.

A workgroup was created in College Council to address this initiative to provide the campus with new and expanded professional development opportunities. Their recommendation is for Day of Dialogue to serve as more of a professional development opportunity.

Strategic Initiative #3: Resources Planning and Budgeting & College Council.

These listed goals are addressed by the Planning and Budget Committee.

Strategic Initiative #4: Evaluation of the work being done.

The identified innovative practices can help guide the development of a team to work with PIIE for and serve as the evaluation group. The Center for Urban Education (CUE) provided reports as to the classroom practices and onboarding recommendations, and Barajas notes it can be provided to the committee.

Action Item: provide monthly updates on the progress of Strategic Initiative #1, specifically 1.1 and 1.3 as it relates to this committee.

Ongoing action item: make requests and/or recommendations to appropriate campus committee so it can be addressed, evaluated, and tracked.

Tarrant reminds the group that the big piece is to think about the goals of the committee. With 1.1 and 1.3 in mind, think about creating workgroups that can address the specific goals using the committee to vet ideas instead of trying to tackle things solely within the monthly meetings.

- b. **Discussion: Student Success Committee Goals for 2018-19** – Outline goals for 2018-19 grounded in the SEMP and based on feedback from 2017-18 Committee Self-Evaluation (**see following page**)

VII. Items from the floor

Student Success Committee 2018-19 Committee Goals (TBD)

Tarrant read over the table on page 3 to remind the group of the tasks the committee was unable to complete in 17-18 and also the prioritized goals for this academic year. These two items are intentionally set up alongside the SEMP 17-18 goals for student success in order to facilitate the identification of 18-19 committee goals. Tarrant opens the floor to recommendations.

Guerra notes 3.a (see below) is focused on getting students from bridges to a pathway, which is directly related to 1.1. ATM piloted Pathway Ready, and the goal was to give students everything that is specific to ATM that they do not get in the general campus OAC process. This information includes things like available jobs for the specific fields and a “360 view” of the program including salaries, safety guidelines, etc. Faculty members of the pathway identified the knowledge needed for Day 1 (uniforms, tools, safety info) so it could be incorporated to Pathway Ready. Zarpas suggests that new student applications that are submitted to the college can be broken up into lists by major in order to identify students. Guerra suggests putting together more data to support this work.

Guerra poses a question about PeopleSoft and the ability to track transfer students, which surrounds S.I. 1.3. Esparza shares he can access admittance but not enrollment numbers. NCAA clearinghouse can also provide some information, but that type of access wouldn't be feasible. District currently has a moratorium so technology is used by all campuses district-wide if it connects with the SIS system. Stand alone software isn't an issue. DaCosta suggests social media that younger generations use, i.e. facebook is not accessed like it once was, and suggests an “LATTC” app. Tarrant responds that GradGuru can possibly serve that need since pathways can personalize their information for their students. DaCosta is willing to pilot GradGuru for ATM.

Other suggestions include:

Jackson believes orientation in each pathways should be mandatory. Dawkins also agrees that it should be a regular activity for any student entering a pathway. Jackson also shared how much students appreciated having services and answers to questions in one place in a pathway vs. standing in lines and having to find different locations on campus.

Guerra mentions CUE would serve as a springboard to start the conversation to establish tasks. Tarrant notes the goals or tasks need to have a measurable component, rather than just being intentionality.

Lancaster discussed enrollment management and the work needed to be done on campus surrounding it. He suggests it should be a sub-body to this committee because each area of the funding formula (intake, outreach, persistence, equity) is covered by this committee. Mission statement essentially covers what enrollment management is. This item will be included as a goal of the academic year. Guerra mentions that because financial aid is such a key component now, he asks the group if they would like to incorporate financial aid to the goals as well.

Sowter suggests in order to avoid silos, addressing student success and student equity, the entire campus needs to holistically approach supporting students.

Jackson suggests a half-year evaluation in addition to the end-year evaluation. Guerra notes a timeline might be most appropriate.

As a result of the discussion, the committee decided that four immediate milestones for the committee to focus on this year are: pathway ready, tracker tool, enrollment management, and financial aid.

Tarrant mentions including a financial aid representative as a committee member given it being one of the goals for the year.

Guerra thanked the group for attending noting only 2 absences.

Meeting adjourned at 2:51pm.

From 2017-18 Committee Self Evaluation (May 31, 2018)		Strategic Educational Master Plan 2017-2025 Goals for Student Success to Monitor during 2018-19
<p>3. What tasks was the committee unable to complete or are still in progress?</p> <ul style="list-style-type: none"> a. Develop and launch a seamless Pathway onboarding process (Bridges to Pathway) b. Pathway Ambassador program c. Focus on the intentionality and scaling of best practices based on data d. Apply and bring to scale the best practices (e.g. high coordination, additional follow-up/multiple contacts, establishing a 	<p>4. Please list the committee's prioritized goals for the next academic year.</p> <p>Committee would like to spend more time outlining potential goals for the next academic year grounded in the SEMP. Potential items include:</p> <ul style="list-style-type: none"> a. Provide two to four professional development opportunities for campus-wide engagement for 	<p>1.1 Seamless transition from K-12 and Community to Pathways</p> <ul style="list-style-type: none"> a. Strengthen Pathway onboarding process - Orientation, Assessment and Counseling working with instruction and student support personnel. Establish a seamless student experience from community into Pathways. – Completion - June 2019

<p>community/connection early in the student’s educational journey, monitor student progress) from programs (e.g. Puente-like, EOPS-like) in the pathways</p>	<p>Faculty and Staff (e.g. PACTS Competency, ALLY training, LGBTQ+, Cultural Awareness, Mental Health, etc.)to better serve LATTC students.</p> <ul style="list-style-type: none"> b. Assist math, English and Assessment with a smooth transition to AB 705 c. Establish tools, practices and evaluation metrics to be used to monitor PACTS student progress and pathway strategies on a continuous basis d. Identify a core focus (i.e. access, equity and completion). 	<ul style="list-style-type: none"> b. Integrate pilot message into OAC. June 2019 <p>1.3.1 Connect Pathway Students to Careers</p> <p>Select and pilot tool to track alumni from college to workforce or transfer institutions</p> <p>4.Evaluation of PACTS Innovations & Practices</p> <p>Outline and evaluate PACTS efforts/strategies PACTS and activities included in the Integrated Plan (Strategic Initiative 4)</p> <hr/> <p>Reporting – Monitoring College Council</p> <p>1.2 Clear Pathways to Completion -</p> <p>AllPathways/Programs of study have a 2-year or less program completion sequence. – June 2019</p> <p>2.1 Professional Development</p>
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