Committee Members:
Lisa Brewster, Adrian Gonzales, Michael Odu(Proxy: Linda Woods), Nessa Julian, Pablo Martin, Monica Demcho, Kevin Gallagher, Jeanette Moore, Carrie Green(absent), Tonhi Dinh(absent), Joseph Rodriguez(absent)
Vacancies: Administrators: None; Academic Senate: (2); Classified Senate: (1) designees; Students: (0) designees
Guest: Daniel Miramontez, Carol Sampaga, Sindhu Narasimha

MINUTES`

I.   **Call to Order** – 1:33pm
II. **Approval of the Agenda** – Motioned for approval by Gallagher, second by Brewster, approved.
III. **Approval of Past Meeting Minutes,** 2/6/24 – Motioned for approval by Brewster, second by Moore, approved.

IV. **New Business**

#	Item
1)	**Feedback from Academic Senate: Regarding the Proposed Student Success Committee** Martin shared Academic Senate is in support of the proposed committee, the overarching feedback was a concern about the large membership. First, a question was presented in regards to the positions with asterisks. These include the GP Coordinator, Equity Coordinator and PD Coordinator. Emphasizing the importance of these positions as instrumental in guiding the committee responsibilities and voice across the campus. Second, asked if there is a way to shift the faculty designation to be represented by School, as opposed to the specificity of the "English- designee" or "Math-designee". Third, want to ensure individuals whom oversee grants are represented in the membership. Forth, would like make a recommendation to include the Academic Senate President. Lastly, a suggestion to minimize faculty membership is to have one representative from Student Services. This would combine general counseling and special populations. Gonzales pointed out since all the identified members are important to drive the work forward, unsure if the number could be reduced. The reason for the specific representation for Math and English is due to legislative requirements for AB 1705 for SKIF. Open to removing the Vice Presidents from the membership to ensure there is a spot for a Researcher on committee. Will be able to remove the asterisk from the Equity Coordinator as this is now a permanent position, will be confirmed into membership. When identifying the committee membership, the focus was on representation for the appropriate areas. Martin shared the importance of a VP remaining on the committee. Intent is to focus on an equal voice. AS did not have any further recommendations on purpose or responsibilities of the committee. Gonzales noted the need to add language to create a linkage to the District's College Council since this is a currently a responsibility for Student Services Committee. Martin also shared AS's input at College Council. Gonzales concluded the proposal will go to the next College Council meeting

	and anticipate approval. Ideally would like to identify membership and meet before the end of the Spring semester.
2)	**Campuswide retention discussion** In effort to identify what retention is on this campus, there have been a couple meetings scheduled. The initial meeting included the Deans. One of the action items from this meeting will include Miramontez coordinating with Demcho and Pena to review and discuss the EOPS & Promise model. Each of these programs currently complete progress reports. These reports are instrumental in shaping the success and retention of students within those programs. Need to look at it from the research perspective and examine if this is an initiative that could be implemented on a larger scale. Two other points to take into consideration are to review the work that is currently being completed on campus, along with success rates and to examine the data of the retention and persistence rates. These conversations always reinforce the need the need for an appropriate early alert system for the college. However, need to keep in mind the effort to complete progress reports can impact the faculty's workload. Would need to additionally examine a common software to facilitate. Other campuses have commonly used Starfish. Element 451 has the potential to be used for an early alert system and to report information into the VAR. Another meeting with the larger group will be scheduled after Spring Break. A call out was sent to the campus to recruit participants to assist in coordination for Fall 2024 Jets Jump Start. Data was recently transitioned from Google drive in Fall 2023, to Teams in Spring 2024, unfortunately resulted in the loss of some of the data. Will also use of the of the insightful recommendations from Planning Summit.

3)	**Campuswide Professional Development discussion**
	Martin shared the planning group is currently meeting on the 2nd and 4th Wednesday of the month. There are three identified goals.
	    1. Establish a physical and virtual home, includes clarifying and revamping the charge of the Professional Development committee. Identifying a central webpage and whom would manage
	    2. Develop and coordinate professional development plans and events
	    3. Bridge silos and connect all related efforts to strategic plans and college mission
	Additionally, would like to clarify what FLEX is and what it should look like in the future.
	Brewster added, the need to connect Jets Jump Start to a series of events that go together for students and faculty.
	Martin shared the next steps will include exploring the structure for opening days but also provide recommendation for the future of the Professional Development committee.

4)	**The "Why" behind Guided Pathways through an Equity Lens** Julian shared the importance of identifying the "why" of guided pathways, which are our students, and the "how" in order to move our mission forward. By maintaining equity-minded practices and practical applications will move these efforts forward. Clearly identifying the why, what and how in our mission statement is additionally important. Based on data from Fall 2022, first time in college students, 66% are of color. It is imperative we grasp and understanding of who our students are. In the Equity Plan, the focus has been Latinx and Black and African American, however it is important to remember this does not mean we exclude other groups. The reason these two groups were identified to be the focus was since they were experiencing a substantial amount of disproportionally impact. Retention rates by ACP and ethnicity was pulled from CCCapply. Persistence, completion and success. Post COVID there was a decline in success in courses. This year is the first time we are able to review data. Students shared that online courses are easier to complete; however, there may be some discrepancies as to what

attributed to a passing grade. It comes down to reviewing and interpreting the data to identify how to plan and move forward intentionally.

As we focus on guided pathways activities with intention around closing gaps for DI groups we need to recognize there will be differing approaches based on needs. The ACP Canvas shells allow for communication and connection. Based off of the African American Transfer Tipping point study, the four factors students attribute importance to cost, support network, school-life balance and pathway navigation.

Multidimensional conceptual framework for understanding "servingness" was recently highlighted by Dr. Gina Garcia at the Planning Summit. Some of the structures for serving can include mission and values statements, diversity plans, HSI grants, institutional advancement activities and engagement with Latinx community. These can be directly linked to validating experiences within structures, racialized experiences within structures, academic outcomes and non-academic outcomes. Reviewing all of these structures for the DI perspective and identifying what is missing from the framework is important in moving forward.

Gonzales mentioned continuing this discussion and a deep dive into the data will assist on the achieving the "how" and identifying what the goals will be the focus for 2024-2025. Brewster pointed out the tutoring program in School of Liberal Arts serves as a good reminder, efforts are often times hard to standardize for all ACPs, need to be customized based on student needs. Moore reminded students are often faced with technology barriers. It can be challenging to connect to the campus wi-fi, access the standardized sdccd.edu student email or have access to a laptop. Important to take this into consideration when developing efforts. Martin added adjunct instructors teach a majority of our courses, we need to find a better way to include them into these conversations. Gonzales shared a challenge in the past has been the potential impact on their pay. Need to improve the communication across campus. Brewster echoed we need to find a way to provide compensation for trainings on data. Julian concluded the conversations need to be across the campus, regardless of the capacity. All voices on campus and every department is impactful in the student's journey.

V.   On-Going Business

	Item
1)	**Updates on Areas of Focus**
	a. Onboarding Spring 2024 Jets Jump Start was a success. Feedback from students, noted the event was impactful. Especially as the event allowed for connection with faculty. Recently a call out for Fall 2024 JJS went out to the campus. Need to recruit faculty participation. Suggestion from Narasimha was to include CCAP students, that are first time, fill-time students as part of the targeted audience.
	b. Course Sequencing Recently have been faced with some challenges. Counseling has only committed to reviewing the first-year sequence for the Program Mapper. Recommendation was to state "meet with counselor" for remaining course sequence for degree completion or transfer. An important point to remember, 60% of our students currently do not have an educational plan. Counselors have also asked to turn off the part-time maps. The rational is if these students are unable to enroll into their desired course, they will not enroll into courses that semester. Narasimha shared from a student's perspective, there is a

		preference to be able to view some sort of information, rather than nothing. Gallagher shared there are a lot of problems the Counseling department had identified within the Mapper. It is timely to go through, review and create a robust mapper. Want to ensure accurate information is included in the first year's sequence. Martin reminded previously when initially taking on this project, it was mentioned perfection was not going to hinder us from moving forward with the Mapper. Student shared the Mapper is very helpful tool. Would like to see a UC map available, maybe focus on the top transfer schools. Brewster shared the Mapper for ATAT ACP is inactive. This is a point of concern as this area we are low in retention rates. Gonzales will follow-up with the Mapper group.
		c. Mapper Project – see above
2)	ACPs	
3)	**Budget Overview** Currently $100,000 total remaining in budget, approximately $45,000 in flexible funds. Next steps, need to anticipate projected costs for 2023-2024 and 2024-2025. Will be able to cover cost for GP coordinator for 2024-2025. Identifying funds to cover Program Mapper faculty lead assignment will be more challenging.	

- **VI.**   **Announcements** - None
- **VII.**   **Adjourn** – 3:08p.m.
- **VIII.** **Next Meeting:** Tuesday, April 2, 2024 in N-201

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* San Diego Miramar College Strategic Goals Fall 2020-Spring 2027

1) **Pathways -** Provide student-centered pathways that are responsive to change and focus on student learning, equity, and success.
2) **Engagement -** Enhance the college experience by providing student-centered programs, services, and activities that close achievement gaps, engage students, and remove barriers to their success.
3) **Organizational Health -** Strengthen Institutional Effectiveness through planning, outcomes assessment, and program review processes in efforts to enhance data-informed decision-making.
4) **Relationship Cultivation -** Build and sustain a college culture that strengthens participatory governance, diversity, inclusion, and community partnerships.
5) **Diversity, Equity, and Inclusion –** Build an environment that embraces diversity, equity, inclusion, anti-racism, and social justice for the benefit of the college community.

**ACCJC Accreditation Standards (Adopted June 2014)

I. Mission, Academic Quality and Instructional Effectiveness, and Integrity
I.A   Mission
I.B   Assuring Academic Quality and Institutional Effectiveness
I.C   Institutional Integrity
II. Student Learning Programs and Support Services
II.A   Instructional Programs
II.B   Library and Learning Support Services
II.C   Student Support Services
III. Resources
III.A   Human Resources
III.B   Physical Resources
III.C   Technology Resources