**Student Success Committee Minutes**

October 1, 2014  
12:10-1:30pm  
G1-301a


*Guests:* Diaz, V., Tellez, A, Ochoa, V., Perez, A., Spangler, S., Panchal, M., Xie, M.

A. **Approval of Agenda:** A. Ryan-Romo moved to approve agenda and R. Plotkin seconded. Approved by committee by consensus with the addition of item E. to discuss recommendations by the Senate (A. Immerblum).

B. **September meeting minutes (Arenas):** R. Plotkin moved to approve minutes and J. Cavanaugh seconded. Approved by committee with an addition to item D.1. M. Yepes would like to add that Plato preparation praxis placement is now available at the Learning Center. Approved by committee by consensus.

C. **Annual BSI report Submission (Ly):** V. Ly reports that the annual BSI report was reviewed and approved and sent out 9/31/14 to the District. Report includes past budget numbers and examples (Tri Math model/Reading Across the Curriculum) of how funds were used last year. This year approximately 30% of the budget will be used on tutors, 26% on faculty development and 39% on innovation. More funds are being requested and next year’s report will be filled out with the help of faculty. R. Arenas adds that at large members including T. Snead (liberal studies), A. Davidian (CTE), M. Colling (liberal studies), J. Cavanaugh (CTE), R. Plotkin (CTE) will be appointed to the committee and will be reported to A. Immerblum.

D. **Student Success Summit at City College poster session (Escatiola):** E. Escatiola reports that the District had a poster session with all the colleges in the District to show how the colleges are helping faculty do something creative that promotes student success. ELAC decided to go with NFI Reading Across the Curriculum and had faculty from CFS (nutrition) and chemistry join. A reading intervention has been created and it has been a success. To show proof of results the Lexile reading score was introduced and can detect student’s level with their textbook. Janice Velazquez of CFES and James Ross of Chemistry both showed increased reading proficiency results posttest within their classroom. A. Ryan-Romo suggests that this system should be incorporated with the SLO process.

E. **Recommendations made by the Senate:** V. Ly reports that the purpose statement and membership was approved. It was suggested to add Student/Academic Services somewhere on the purpose. As for the membership, it was suggested to add three SP coordinators and transfer center director. Purpose statement and membership approval will be on hold till Bylaws are approved and senate minutes are being reviewed for membership clarification.
F. **Transfer Task Force Recommendations (Arenas):** A. Arenas has provided the committee with recommendations from the transfer task force and would like some support. Some recommendations include develop professional development to support adjuncts and developing non-credit mathematic modules that can be completed in an on-campus lab. A. Immerblum questions the recommendation that develops a first year program for part-time student’s that will support their needs, stating that this is similar to the Adelante Program. Adelante currently only serves part time English 21 students (210-220 students). The goal is to expand those needs to a larger group. A. Arenas will be sending the recommendations to the committee and EPSC with links for further review.

G. **SSC self-study work session (Arenas, Ly):** The committee discussed answers for questions under Step 2 of the ELAC Committee Self-Evaluation 2014-15. First question asks how the committee ensures that its activities are shared with the general campus community. The committee has replied with a series of answers including that the campus can start posting minutes to the ELAC website, participate with campus committees and Math/English departments, newsletters, and social media. Second question asks how does the committee advance and fulfill ELACs mission statement. E. Escatiola states that the committee promotes innovation and supports innovated ideas around the campus especially with Math/English departments with BSI funding. G. Herrera adds that the committee maximizes access to hiring individual support for our success centers. Programs such as Escalante and Outreach are examples of which the committee supports for question three, which asks suggestions to improve the participatory governance process at ELAC. B. Dunsheath includes that increasing coordination on different efforts according to student success and that less is more. She also suggests creating an innovation fund. Last question on step 2 asks for suggestions to improve the evaluation form. A. Immerblum suggest clarifying question one because not only activities are shared with the campus but also recommendations/decisions.