
Guests: Dunsheath, B., Immerblum, A., Nielson, N., Spangler, S., Palomino, P.

A. Approval of Agenda: Approved by committee by consensus with an addition to discussion on developing strategies to encourage students to earn A’s or B’s.

B. Approval of October meeting minutes: Approved by committee by consensus with a correction to Mr. Snead’s last name on item C and specifying which department at large members represent (CTE/LS) in the same paragraph.

C. Approved of November meeting minutes: Approved by committee by consensus with the addition of N. Nielsen to the attendance.

D. “Best Practices Supporting Student Success from the Outside” – (Rivera-Figueroa): A. Rivera-Figueroa will be sharing information to the committee from his conference in New Orleans for aligning STEM programming and support. He has provided the committee with packets of information on “strategies for academic support in the first and second years” by Steven Girardot and “Research-based pedagogy for improved learning” by Paul Kuerbis. The first learning principal is the role of prior knowledge and learning. Fish is fish, a story by Leo Lionni is a story he presented to the committee about a fish who explores outside of his home and returns to tell his friends what he discovers. The story has misconceptions just like students would when they first attend college. Which brings him back to the strategies for academic support on page 8. He explains the story defines the five learning principles. Basically learners verses the faculty view point. There are examples and implemented strategies to try before starting your class and to except any questions from students. He also adds that colleges can be more successful if they have counselors working full-time at high schools. The packet also explains the difference with retention and the pathway to a degree. Now a days students are more successful when they are moving towards their degree. Math and English are big topics discussed in the packet because they are prerequisites for a lot of STEM classes. Twenty plus colleges including Georgia Tech have already implemented strategies provided in the handout. Second handout on strategies for academic support in first and second years he discusses the hierarchy of learning improvement programs. He states ELAC falls under all three levels except for comprehensive learning systems which you can see the hierarchy on page 3. ELAC has done level one and two and with SI we are at level three. Level four consists for Peer-Led Team Learning (PLTL) but we have not reached that level yet. He also provided the committee with two additional handouts for academic support organizations and conferences/research for faculty who might want to attend future conferences or read more about these organizations. Another handout provided was for psychological insights for improved physics teaching. For future conference attendees, it would be great to gather information like A. Rivera-Figueroa states R. Arenas.

E. “2013-14 FYC Data Summary” – (Arenas): R. Arenas has provided the committee with the ELAC First year completion data summary for 2013-14. Highlight on the handout show a total of 25% of FYC students completed Math 125 and English 101 within the first year. The increase is due to the first year pathway, it is providing students sequence and are able to take classes again. R. Arenas states
2013-14 is a big success for FYC. First time students’ usually do better than student’s already taking classes. Most successful students were the ones enrolled in English 26. Completion was up 42%. Smallest completion were those in 101. Frequent follow ups from instructors and working with writing centers help students with their needs along with pro-active counseling. One challenge FYC faces is, outreach and recruitment. Also space is another big issue because they share a bungalow with the Adelante program. The program is going to require more space because they are serving more than 580 students and it’s not easy to schedule during spring and fall semesters. FYC also provides GE courses and the success rate for winter was up 90% and are hoping the spring semester will be equally successful.

F. Report from the SSS Conference – (Dunsheath/Ryan-Romo): B. Dunsheath reports on two conferences she attended. One was about placement and assessment. She is concerned that not a lot of representation is coming from ELAC. There is not enough participation from faculty. It is very critical that ELAC knows that we need to have our English/Math faculty to attend these conferences and not just faculty at West sent by the District. E. Escatiola adds that she will work with R. Arenas to get more faculty to attend and get the word out. Two additional summits are coming up Feb 27. And March 27 on cultural responses. Guest speakers for summit will be Katy Hern (Feb) and Derek Smith (March).

G. Educational Master Plan priority: Develop strategies to encourage students to earn A’s or B’s – (Arenas): No Report

H. Items from the floor: None

Next SSC meeting: Feb 4th