Student Success Committee

Minutes of the Meeting
February 16, 2011
MSA 011

Present: Patricia Banday, Judith-Ann Friedman, Norma Jacinto, Clare Norris, Karen Quitschau, Matt Robertson, Timothy Russell, Vidal Valle,
Absent: Ahmed Mohsin, Oliviera Limpid, Mark Pracher, Rebecca Tillberg, and Clyde Titus
Guests: Elizabeth Evans, Adrienne Foster, and Fran Leonard

Discussion

1. Basic Skills Expenditure Report (Russell)
   a. The financial report was received and discussed. Tracking of foundational skills student participation is difficult due to problems with electronic tracking. The Committee recommended that the report include the total number of students served by the HLRC not just the ones funded through the Basic Skills budget. The Committee will take action on the budget at the next meeting.

2. Academic Senate Meeting Follow-Up on Noticed Motions
   a. Noticed Motion: The Student Success Committee recommends to the Academic Senate to move to centralize all tutoring in the LRC effective immediately.

The Committee agreed to continue discussion on this motion. The reasons for centralizing tutoring were staffing purposes to meet tutor training evaluation and supervision requirements and to centralize the budget management and time sheet monitoring and reporting. There is also a need to increase student tutors in the HLRC to serve more students in addition to the learning communities of UMOJA, FACE, and PUENTE. The college wants to serve as many students as possible.

The Committee agreed to the plan to operationalize the processing of timesheets from learning communities to the HLRC by submitting timesheets initially to Tim Russell, then Judy Chow, and to Vice President Sprague. Timesheets will be signed by the student with in and out times noted by hand. Students with multiple funding streams will report time on an individual rather than group timesheet for monitoring of hours worked and to prevent duplication of hours or over-scheduling.

UMOJA spoke to the need to provide tutoring in the classroom as a major component. The method was discussed; and how the Carnegie
Unit requirement was met with in class tutoring through collaborative and small group learning activities. Best practices of the Poppy Copy are being applied. UMOJA uses tutors in all English and Math foundational skills classes. Puente uses volunteer tutors and has had only one paid tutor the first year.

b. The Student Success Committee recommends to the Academic Senate to move that all Learning Communities at West participate in Program Review.

The Committee reviewed the Poppy Copy definition of Learning Communities. The Committee agreed that at this time 3 programs met the criteria set forth in the definition: PUENTE, UMOJA, and FACE. PUENTE and UMOJA are both accepted entities by the State.

Program Review participation would address institutional effectiveness. Funding provided would be accountable and included in a validation process. Program Review would also support institutionalization and evidence based planning. The Committee discussed the development of a hybrid Program Review process that would include elements of Student Services and Academic Affairs.

3. District Student Success Initiative Report (Russell)
A written report will be distributed electronically to the Committee. Some of the topics discussed were creating pathways across the district, the student portal, increasing transfers and Achieving the Dream funding.

4. Review Revised Draft of Foundational Skills Plan
   a. The Plan was distributed and feedback was requested by Thursday, February 17 at 12 noon.
   b. Members of the Think Tank will be included in the document to be distributed to the Senate.