Santa Ana College: Student Success Committee Meeting Minutes

Thursday, February 14, 2013

3:00 p.m. – 5:00 p.m.

Attendees: Sara Lundquist, Co-Chair; Mary Huebsch, Co-Chair; Members – Beverly Birnbaum, Micki Bryant, Peggy Card-Govela, Todd Huck, Bonnie Jaros, Mark Liang, Lynn Maracek, Gwen Morgan-Beazell, Patty Oertel, Frank Perkins, Karen Scott, George Sweeney, Lilia Tanakeyowma and Martha Vargas.

Handouts: agenda, draft of collaborative funding proposal, Board Policies and Administrative Regulations Related to Enrollment Priority: For Review (Spring 2013), Santa Ana College Fall 2012 Advisements at SAUSD, 2013 Winter Convocation data excerpts, California Community Colleges Student Success Initiative Professional Development Committee: Proposed Recommendations for Professional Development in the California Community Colleges, SAC Budget Calendar, Santa Ana College 2013-14 SAC Budget Priorities (revised 2/5/2013)

I. **Welcome** Sara Lundquist & Mary Huebsch, Co-Chairs

   a. Budget request process/calendar (collaborative proposals).

   i.   Sara noted two changes that will impact student success at SAC: the apparent stabilization of funding for the CCCs and the new budget model that gives SAC control over our budget. A general priority that has been added to the SAC budget process is "Student Success Initiatives."

   ii.   In the process, departments will first complete SAC resource allocation requests (Jan-Feb). The four SAC Vice Presidents will then create hierarchies within their budget areas and prioritize these requests in Cabinet (April). Next, the SAC tentative budget will be presented to the SAC Planning & Budget Committee. (The ten new faculty positions are not included in this process.)

   iii.   SSC members expressed concern that the current process does not provide a venue for collaborative funding proposals. Certain programs may be anchored in a particular department but impact success in multiple areas. How can we improve the funding process to signal the need to support programs that impact multiple areas? We are particularly concerned about funding for Freshman Experience, the Math Center tutors, and the new Learning Center. BSI has committed to funding these programs in 2013-14, but there may not be funding available after that year. Also, once a BSI-supported practice or program has proven

successful, the institution is expected to include this practice or program in its resource allocation process. George also expressed concern about the future of grant-supported programs such as the Bridge to Engineering.

iv. Bonnie noted that the TLC (Teaching & Learning Committee), department chairs and others will be meeting on March 1st for an Institutional Effectiveness Workshop (The workshop details will be emailed to the SAC community after Presidents Day). This workshop may provide an opportunity to discuss the funding process for collaborative proposals. Other venues for this discussion are the Academic Senate and Cabinet.

b. Enrollment Priorities for 2013-14. Registration priorities are changing with active duty military and veteran students, current and former foster youth, and new and continuing EOPS and DSPS students having priority. All students in these categories must be fully matriculated and in good standing. Continuing students in good standing and new, fully matriculated students are next. Although there will be a waiver process, students with 100 or more degree-applicable units will have lower priority. We need to put processes in place to accommodate students with high-unit majors, e.g. nursing and engineering.

c. Online Orientation. Since matriculation is now being required, orientation must be widely available. Micki reported that an on-line orientation is being developed.

d. English/Math Access – Early Decision and overall. Beverly and Nga provided placement and enrollment data from Fall 2012 Advisements at SAUSD. 50% of matriculated students did not enroll in the English course they placed into; 41% of matriculated students did not enroll in the math class they placed into. There will be further study of this situation with a student survey to find out why some students did not enroll in English and/or math their first semester. Is this a capacity problem? Were too few sections offered? Were students avoiding taking these classes? SAC is committed to increasing the availability of math and English seats if these seats are needed.

e. Convocation data and follow-up. The SAC Student Achievement Goal of increasing successful course completion by 10% by 2015 is not being met by the college as a whole. The success rate improved slightly in fall 2010 (65%) but dropped back to 64% in fall 2011. SSC committee members requested that the convocation data be further disaggregated by ethnicity, age, gender, etc.

f. Professional Development: The SSC was given the Proposed Recommendations for Professional Development in the California Community Colleges to review. Todd led a well-regarded, BSI-supported professional development program for SAC faculty from spring 2011-spring 2012. We need new faculty leadership and possibly a full-time faculty position for professional development.

II. **Brief Sub-Committee Reports:** Oral reporting in the SSC is limited to policy items that need to be taken to the College Council.

1. Transfer: Martha reported that some students are confused about the differences between AA and AAT degrees and are making errors on their transfer applications. SAC currently has four approved AAT degrees and is working on 16 additional AAT (or AST) degrees.
2. Matriculation: Discussed above.
3. Scholarships/Financial Aid: The new online process is underway.
4. BSI: Mary reiterated concern with the need for SAC to provide funding for FEP, the Math Center and the new Learning Center.

III. Adjourn and Future Meeting Dates: 4/18/2013 3:00-5:00

Santa Ana College Mission Statement

The mission of Santa Ana College is to be a leader and partner in meeting the intellectual, cultural, technological, and workforce development needs of our diverse community. Santa Ana College provides access and equity in a dynamic learning environment that prepares students for transfer, careers, and lifelong intellectual pursuits in a global community.