Committee Membership (see Participatory Governance Document for membership composition)

<table>
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<tr>
<th>Faculty</th>
<th>Administration</th>
<th>Classified</th>
<th>Students</th>
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<tbody>
<tr>
<td>Math Faculty</td>
<td>K. Blackburn</td>
<td>I. Clarke</td>
<td>Guest: Matthew</td>
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<tr>
<td>H. Savard</td>
<td>F. Herzek</td>
<td>R. Estoya</td>
<td>Smith from CSU-F</td>
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<tr>
<td>J. Arias</td>
<td>M. Yanez</td>
<td>P. Loewy Wellisch</td>
<td>Master’s candidate</td>
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<td>B. Henrichs</td>
<td></td>
<td>R. Barker</td>
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<tr>
<td>E. Reigadas</td>
<td></td>
<td>C. Martinez-Contreras</td>
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<td>L. Kato</td>
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<tr>
<td>Susan McMurray</td>
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<td>Counseling Faculty</td>
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PLEASE NOTE THAT AS OF FEB. 7, 2014 MEMBERSHIP/APPOINTMENT ON COMMITTEE STILL IN FLUX. MEMBERS LISTED ABOVE MAY CHANGE

College Mission
Los Angeles Harbor College fosters learning through comprehensive programs that meet the educational needs of the community as measured by student success, personal and institutional accountability, and integrity

College Vision
Los Angeles Harbor College provides a stimulating learning environment that prepares members within the community to meet goals and opportunities successfully.

College Values
Student Success * Excellence * Integrity * Supportive Environment * Personal & Institutional Accountability * Civic Responsibility

I. Approval of agenda: Yanez/Reigadas/approved (M/S)
II. Approval of minutes (Date(s) of meetings): N/A—first meeting of the committee
III. Unfinished Business (Action items/Noticed items from previous committee meetings): N/A

IV. New Business (Action items/Noticed Items which come out of the committee reports)
A. Introductions
   Cristian Martinez-Contreras elected Co-Chair of committee by unanimous consent
B. Charge of the Committee (see below)
   We reviewed the responsibilities and roles; discussed how this committee is the institutionalized AtD Data Team and the desire to continue examining data in that spirit.
C. Goal setting: Everyone will think about goals for the remaining 4 months of the year. Determine at the next meeting.
D. Focus Groups: Examine successful minority male transfer students and identify the institutional barriers as well as institutional strengths/champions. Matthew Smith is the Project Coordinator of the Male Success Alliance at CSU-DH as well as grad student at CSU-F. Focus groups will be students attending CSU-DH that had transferred from LAHC. Upon completion, conduct a focus group of LAHC minority males students. Questions for focus groups to Kristi by Thursday, 2/13 at 12 noon. She will forward to Matthew.
E. Accreditation requirement of target setting and measuring against the targets set.
   Program Review connection (see below): Reviewed attached ACCJC requirement and the attached powerpoint done by I.E. at Flex Aug. 20, 2013. Need to figure out best method to get success targets which are set as a part of the dialogue. Student Services needs targets set. At next meeting bring back options to discuss and recommend.

V. Next steps
Questions for focus groups to Kristi by Thursday, 2/13 at 12 noon. She will forward to Matthew.
Discuss with colleagues how to get targets into dialogue in Academic Affairs and Student Services.
VI. Good of the group—Report from Mercy Yanez about Assessment Center:
Met with ACT/COMPASS representatives last week. We “popped the hood” on the settings within the
Math placement test, (note this is NOT the cut scores); learned that the threshold for correct responses
had been set unrealistically high in the computer adaptive test. Adjusted them to an appropriate level.
Many facets of COMPASS we are not using but should. More to come.

VII. Adjourn

FROM THE AGENDA ABOVE:
IV. B. Responsibilities/Role:
• Develop a candid analysis of the college’s performance with respect to student outcomes, with a special focus on
  low-income students, students of color and others who face barriers to success.
  1. Students successfully completing developmental education
  2. Students successfully completing identified gatekeeper courses
  3. Students successful completion of courses (C or better, all courses)
  4. Student persistence from one term to the next
  5. Students successfully completing certificates and/or associate degrees
• Examine quantitative and qualitative data and present findings in a clear and compelling way that shows where
  the college is doing well and where it needs to improve.
• Seek involvement of students and faculty to identify strengths and weaknesses of current college policies,
  structures, and services.
• Aid the college in engaging students, faculty, community members and others in dialogue about the analysis and
  proposed goals and strategies.
• Review IRB requests, inviting faculty with area expertise to any meeting in which IRBs in their areas would be
  reviewed; make a recommendation for decision on approval.
• Serve as liaisons on Student Success Umbrella Committee with the I.E. Office
• Review data and set student success targets for ACCJC Annual Report in conjunction with the Academic Senate
  Assessment Committee.

IV. E. Accreditation requirement of target setting and measuring against it/Program Review connection
From Barbara Beno, ACCJC Jan. 2013, re: Compliance with USDE Regulations
"The institution must set standards for satisfactory performance of student success (student achievement and student
learning). The evaluation teams examine the institution set standards for success and achievement and assess their
appropriateness. Evaluation teams examine institution summary data on course completion rates, licensure pass rates
where available, and job placement rates where available. The team also examines program/certificate completion data,
and graduation data provided by the college. These data are examined in the context of institution set standards of
satisfactory performance and goals for improvement of student success (student achievement and student learning). The
evaluation team cites this information as evidence of the institution’s accomplishment of mission. The evaluation team
report cites the use of this evidence in describing its evaluation of how well the institution fulfills its mission."
  • See Attached slides from fall flex presentation delivered by Institutional Effectiveness
  • See also Disaggregated data by course/discipline/pathway in the Program Review files on the Z: drive