CPC Committee: Student Success Evidence Committee (AGENDA)

Meeting Date: Feb. 7, 2014 at 1:30 p.m. SSA 214

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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<tr>
<td>Math Faculty</td>
<td>K. Blackburn</td>
<td>I. Clarke</td>
<td>Guest: Matthew</td>
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<td>H. Savard</td>
<td>F. Herzek</td>
<td>R. Estoya</td>
<td>Smith from CSU-DH</td>
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<td>J. Arias</td>
<td>M. Yanez</td>
<td>P. Loewy Wellisch</td>
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<td>B. Henrichs</td>
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<td>R. Barker</td>
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<td>E. Reigadas</td>
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<td>C. Martinez-Contreras</td>
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<td>L. Kato</td>
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<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

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)

IV. New Business (Action items/Noticed Items which come out of the committee reports)
   A. Introductions
   B. Charge of the Committee (see p.2)
   C. Goal setting
   D. Focus Groups
   E. Accreditation requirement of target setting and measuring against it/Program Review connection (see p.2)

V. Next steps

VI. Good of the group

VII. Adjourn
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