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| ACADEMIC ACHIEVEMENT COMMITTEE MEETING MINUTES | MONDAY, SEPTEMBER 8, 2025 2:30 PM – 3:30 PM Sage Hall-219 |
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TYPE OF MEETING: Regular
NOTE TAKERS: Megan Aceves
PLEASE REVIEW/ BRING: Agenda, Minutes, and Supporting Documents

Committee Members (*: Present):

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| Rebecca Farley, VP Equity & Student Achievement, Co-Chair* | Wendy Rider, English Faculty, Academic Development Co-Chair* | Kathy Bakhit, VP Academic Affairs |
| Idania Padron, VP Student Services | Windy Franklin-Martinez, Dean of Enrollment Services | Svetlana Deplazes, Interim Dean of Institutional Research * |
| Kathryn Mitchell, Dean of LACA and Arts & Humanities * | Jedidiah Lobos, Dean of MSE * | Leonardo Ayala, Dean of Student Support Services * |
| Alberto Mendoza Gonzalez Larreynaga, HUB Manager * | Mike Rios, Counselor | Ashley Hawkins, Director of Learning Center * |
| Ty Mettler, CTE Faculty | Tamira Palmetto, OSD Counselor | Heidi Williams, English Faculty |
| James Dorn, Math Faculty | Jane Bowers, Math Faculty (Proxy) * | Peter McLoughlin, Math Faculty (Proxy) |
| Ashley Chavez, Veterans Resource Center Coordinator | Wade Saari, Assessment Coordinator | |

Vacant

1. Library Faculty
2. ESL Faculty
3. Transfer Faculty

| AGENDA ITEMS | PERSON(S) RESPONSIBLE | ISSUES DISCUSSED /ACTION ITEMS |
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| INFORMATION/DISCUSSION ITEMS: | | |
| I. Welcome/Announcements /Recap of last meeting | R. Farley & W. Rider | <p>The meeting began with a note on the limited attendance. Wendy led the initial discussion, providing an overview of the committee’s goals and outlining the various projects underway. She also reviewed which members had signed up to participate in each initiative. Jane Bowers volunteered to lead the subgroup focused on the College Bridge Group, which will support efforts to improve the transition between high school and college for students.</p> <p>Dr. Farley shared her enthusiasm about the alignment between the committee’s objectives and the priorities set by the Board, emphasizing that this strategic connection is promising for the committee’s impact. Additionally, there was discussion around the formation of Communities of Practice to foster professional collaboration and sustained engagement across teams. It was suggested that this committee could play a leadership role in developing and guiding those communities. Dr. Farley expressed her support for this direction, noting that such efforts are key to enhancing support systems for students.</p> |
| II. Membership Update (deferred from Spring 2025) | W. Rider | <p>The committee discussed updates to membership. It was confirmed that James Dorn will be removed from the committee roster. Co-Chairs raised a question regarding Ty Mettler’s current role and status on the committee, which will require follow-up. Griselda Rodriguez, an adjunct counselor, has volunteered to join the committee and expressed interest in participating; however, she indicated the need for a Zoom option due to scheduling constraints. The committee also confirmed that regular meetings will be held on Tuesdays, with occasional Monday</p> |

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| | | <p>meetings scheduled as needed to accommodate conflicts in the chair's calendar.</p> <p>During the discussion, Wendy asked whether members preferred to hold meetings via Zoom. Jedi expressed a strong preference for in-person meetings, noting that face-to-face interactions are more conducive to productive group discussions and effective breakout sessions. Following this, Wendy proposed that meetings continue to be held in person. The motion was seconded by Jedi and agreed upon by the members present. Wendy will follow up with Griselda Rodriguez to discuss the committee's preference for in-person meetings and explore options for her participation.</p> |
| <p>III. Goals and Projects</p> <ul style="list-style-type: none"> • Review plans from May 2025 • Connect Committee goals to the Equity Plan • Discuss timelines and tracking to reach desired outcomes | <p>All</p> | <p>The committee engaged in a focused discussion on institutional equity goals, prompted by a question regarding whether all members had reviewed the current priorities for the academic year. A key area of emphasis was improving student outcomes in Transfer-Level Math and English, identified as a major institutional objective.</p> <p>Members expressed concern about the over-reliance on course completion as the primary measure of student success. While passing a course may satisfy formal benchmarks, it does not necessarily indicate a student's readiness for subsequent academic challenges. Faculty have observed that students often move forward without having mastered essential prior content. To address this, members proposed incorporating more reflective, student-centered metrics—such as asking students whether they feel prepared to progress to the next level or confident in their understanding of the material.</p> <p>The group agreed that, while meeting quantitative performance indicators is important, it must be paired with an intentional focus on qualitative outcomes that prioritize student readiness and long-term success. One suggestion included offering a short “bridge” or refresher component at the beginning of courses to reinforce foundational knowledge.</p> <p>Additional concerns were raised regarding the implications of AB 1705 and the challenges of supporting non-traditional students returning to the classroom. Members emphasized the need for non-credit support options and recommended embedding consistent messaging within all modules—for example, “For more support, go to...”—with concurrent access to those resources. There was consensus that many students would take advantage of these supports if made easily accessible and well-publicized.</p> <p>The discussion also acknowledged the need to be mindful of staff capacity and the risk of burnout among those already heavily involved in equity work. Members advocated for expanded training on leadership roles, with clearer understanding of concepts such as FTE (Full-Time Equivalent) and contact hours. It was noted that other community college districts have begun to implement visible commitments to community engagement, where community members feel heard and supported. In contrast, this committee recognized a gap in local community input and representation, underscoring the need to strengthen outreach and ensure that institutional efforts are truly responsive to community needs.</p> |

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| IV. Breakout groups for action plans and next steps | All | <p>Today's breakouts: Group 1: Wendy, Alberto, Kathryn, and Ashley. Group 2: Svetlana, Jane, and Jedi.</p> <p>Early Support has a next step and a projected outline. Next step is to see if Canvas tool at CSUN, could be for the learning center and not the instructor</p> <p>Jedi, will ask his boss if AB1705 money is there to incentivize these non-credit courses.</p> <p>Announcement that Achieving the Dream site visit tomorrow.</p> |
| V. Debrief and wrap up | All | |
| Upcoming Meetings: | | |