

# Retention and Persistence Committee - Minutes



November 28, 2023

## Attending

Y/N	Member Name
Y	Katie Datko (Co-Chair)
N	Ned Weidner (Temporarily on Leave)
Y	Elizabeth Casian (Temporary Co-Chair)
Y	Michelle Dougherty
Y	Julie Cortez
	Lesley Johnson
	Jasmine McLeod
Y	Marcell Gilmore
	Gizelle Ponzillo
	Krysten DeWilde
Y	Jeze Lopez
	Jimmy Tamayo
Y	David Sarabia
Y	Haneen Alghita-Aguilar
Y	Jannet Ortiz (Recorder)

## Agenda Topics

Topic	Discussion
<p><b>Welcome &amp; Introductions</b>  <b>Review and Approve <u>10/24/23 Minutes</u></b></p>	<p>The 10/24/2023 meeting minutes were reviewed and approved.</p> <ul style="list-style-type: none"> <li>Ned Weidner requested through Michelle Dougherty that his spot on the committee not be held. Position should be listed as vacant.</li> </ul>
<p><b>External Committee Participation, Updates &amp; News</b>            (Relevant topics or items from related committees germane to our work)</p>	<p>Assessment &amp; Matriculation Committee – Krysten DeWilde</p> <ul style="list-style-type: none"> <li>The results of the AQ Impact Survey from Spring 2023, and we noticed that MATH 180 (Calculus I) had a particularly high drop rate. Though this result comes from a relatively small sample, it is also true in general that MATH 180 has very poor retention and success rates. This is something that the campus should be wary of, especially since under AB 1705, it is likely that most STEM students will be forced to start in MATH 180 (with no option to take any lower transfer-level classes) beginning Fall 2025. To help us understand the circumstances under which students are dropping their gateway classes, I requested that Research provide both committees (A&amp;M and R&amp;P) with data about the students that drop MATH 180, ENGL 1A, and AMLA 1A – high school GPA, time at which they dropped, EW vs. W, repeating courses</li> </ul> <p>Assessment &amp; Matriculation Committee – Michelle Dougherty</p> <ul style="list-style-type: none"> <li>There was a drop rate of 29% based on survey results but reasons are not known – points to importance of need for a drop survey</li> </ul> <p>African American Tipping Point Transfer Project Webinar– Marcell Gilmore</p> <ul style="list-style-type: none"> <li>African American students that get to tipping point of transferring are transferring at a higher rate than other students – however, the webinar also highlighted microaggressions experienced by African American students</li> <li>Webinar address recommendations for improvement</li> <li>Webinar link <a href="https://www.youtube.com/watch?v=-plaHX7-Z5I&amp;t=1s">https://www.youtube.com/watch?v=-plaHX7-Z5I&amp;t=1s</a></li> </ul>
<p><b>Drop Survey Discussion</b></p> <ul style="list-style-type: none"> <li><b><u>Review Questions</u></b></li> <li><b>Review Collection Times/Methods</b></li> </ul>	<p>The committee continued to work on the Drop Survey questions and and answer choices.</p>

## Future Spring 2024 Meetings:

2/26/24; 3/25/24; 4/22/24