**AIQ Membership:**

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| **Role** | **Member** | | **Attendance** |
| **Co-Chairs** | Grace Commiso (Faculty Chair) | | X |
| Ximena Ortega (Classified Chair) | | X |
| Jessica Wojtysiak (Admin Chair) | | X |
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| **Admin Rep** | Kim Arbolante | | X |
| Leo Ocampo | | X |
| Sooyeon Kim | | X |
| Kristin Rabe | |  |
| Jessica Wojtysiak | | X |
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| **Classified Rep** | Maria Arias | | X |
| Robert Dean | | X |
| Tanisha Gonzalez | | X |
| Ali Nikmanesh | | X |
| Rima Bhakta | | X |
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| **Strategic Directions Co-Chair, or Designee** | Kristin Rabe | |  |
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| **Faculty Rep** | Ricardo Garza | *Assessment Committee* | X |
| Kimberly Nickell | *Program Review* | X |
| Sondra Keckley | *Library* | X |
| Grace Commiso | *Counselor* |  |
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| Laura Boots-Haupt | *Agriculture, Nutrition & Culinary Arts* |  |
| Laura Miller | *Agriculture, Nutrition & Culinary Arts* | X |
| Talita Pruett | *Arts, Humanities & Communication* | X |
| Matthew Meerdink | *STEM* |  |
| Ricardo Garza | *STEM* | X |
| *Vacant* |  |  |
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| **Student Reps** | Raya Arafah | SGA, Vice President | X |
| Joseph Cornejo | SGA, Rep | X |
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| **Members At-Large** | Lysander Ramos | OIE | X |
| Jacob Rodriguez | OIE |  |

**Agenda**

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| 1. **Minutes Review** | | | 5 minutes |
| 1. AIQ Unapproved Minutes 10-22-24   Minutes approved   1. Notes/Snack Schedule (Kim Nickell & Kim Arbolante) | | |  |
| 1. **Chairs Report:** | | | 20 minutes |
| 1. Committee Photo 2. ACCJC RSI Pilot   ACCJC is conducting a pilot to assess the quality of asynchronous courses. There is a handbook posted on our website: policy on distance education and correspondence education. RSI (Regular Substantive Interaction) is of particular importance to this. ACCJC set a rubric to evaluate if these interactions are occurring. This will either be assessed on the site visit under standard 2.6 or 2.7. Mt. Sac received a recommendation for this, and VPI Jessica anticipates more conversations about this and an accessibility component. ACCJC wants colleges to look at closing equity gaps across modalities. Per Sooyeon, our gap is closing, but minimally. The question isn’t “do we need to improve,” it is “how do we improve?” BC separates the success rates for F2F and online courses, but this is not something all colleges do. There was a discussion about 8-week versus 16-week online and flipped success rates. Faculty committee members discussed RSI in their Canvas environments. | | |  |
| 1. **Committee Reports:** | | | 10 minutes |
| 1. Program Review Report (Nickell)   PRC is in the process of reading other reviews and providing feedback. The feedback includes commendations, feedback about content, etc. On the other side, it shows the committee how the feedback cycle works and if it is moving in the right direction. | | |  |
| 1. Assessment Report (Garza)   There hasn’t been another meeting, so they are just going through regular assessments and SLOs. For College Council, there is a discussion of streamlining. Things should be flowing easier than they do. The new logo was sent out and it was discussed at Council. There was also a discussion about OEDAC and DEI as recommending bodies. There was a note that AIQ has handled these discussions in the past, but the President wants big ideas, big dreams, and feedback from others. The President says operations costs are being met, but innovations funding is going to basic needs. | | |  |
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| 1. **New Business:** | | | 45 minutes |
| 1. Review of Core Value – Integrity (1st Read)   What is the definition of integrity being used here? Comments were made that the “health” phrasing seems perhaps out of place to this core value. How does academic integrity work in this value? It was suggested in the interest of time to move on in the absence of robust discussion.   1. Institution Set Standards (ISS) Review (1st Read)   Looked at the Tableau dashboard Guided Pathways link that does include our aspirational goals. First time, incoming, non-special cohort milestone metrics who completed transfer-level English in their first year. For the ISS, everyone is included. VPI Jessica asked if we could drill down demographically to students seeking a degree or transfer (educational goal—transfer seeking only). The thought is that in Fall 2023 BC saw a significant increase in white, older adults (30+) in this cohort who showed much lower success than their younger, more traditional counterparts. So, this demographic made up a much larger part of the Fall 2023 cohort and thus dropped the overall success rates of the Fall 2023 cohort.  Looking at persistence, this group also only had an 8.9% persistence rate. Again, these older adults are not performing as well, and we need to think about how to support them better. To clarify, there might be former special admits (Early College) but all the data is for non-Early College students. OIE encourages us to look at the data by disaggregating by age, ethnicity, etc.  Question: what are we doing to support older students at BC? The “How To” library can be helpful. There is Bridge to BC and an Online Bridge to BC. What do we do to support students who take only online classes? There is a Canvas module about how to navigate Canvas.  Action item: Per VPI Jessica, there is a homework assignment—thing about a recommendation on how to support these students more, so AIQ can take that back to College Council.  Suggestions: a Bridge course targeting older/non-traditional students, linking the Canvas module on how to use Canvas on the left-hand navigation pane in all instructional Canvas shells, Writing Center can talk to Dean Jett about creating English B1a/L-specific student skills and time management skills asynchronous workshops and encourage English faculty to make them required assignments in the first two weeks of the semester when many students do not have a textbook yet for other homework. | | |  |
| 1. **Unfinished Business:** | | | 10 minutes |
| 1. Review of Core Value – Learning (2nd Read) | | |  |
| Meeting adjourned: Time not recorded  Next Meeting: **12/2/24, 3:00 pm in CC 231** | | | |
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| **Review of Mission:**  Mission Statement | **Date**:  10/22/2024 | **Review of Core Values:**  Learning  Integrity  Wellness  Diversity  Community  Sustainability | **Date**: |