## Mt. San Antonio College Retention and Persistence Committee - Minutes *Attending:*

ü	Patty Quinones (Co-Chair)		Sun Ezzell	ü	Gizelle Ponzillo	ü	Beatriz Rivas (Student)
ü	Shiloh Blacksher (Co-Chair)	ü	Hong Guo	ü	Carlos Santana	ü	Jaime Rodriguez (Guest)
ü	Haneen Aguilar		LaTesha Hagler	ü	Ned Weidner		
ü	David Beydler		Lesley Johnson	ü	Marcell Gilmore		
ü	Elizabeth Casian	ü	Jasmine McLeod	ü	Susan Wright		
ü	Julie Cortez	ü	Sara Mestas		Tiffany Kuo (Guest)	ü	Doris Torres (Recorder)

**Date: October 26, 2021** 

## Regrets: Lesley Johnson, Sun Ezzell, LaTesha Hagler

	Topic	Discussion	Outcome
1.	<ul> <li>Welcome, Introductions, Announcements and Approval of Minutes.</li> </ul>	<ul> <li>Announcement: AB 705 implementation memo has been postponed until further notice.</li> <li>Committee viewed 10.12.21 meeting minutes. There was a motion to approve meeting minutes.</li> </ul>	Committee members have approved 10.12.21-meeting minutes.  • Click to view R&P Minutes 10.12.21
2.	Designing for     Student     Success:     Innovations in     Enrollment,     Persistence and     Learning     webinar update     (Patty &     Marcell)	Patty and Marcell attended Innovations on Enrollment, Persistence, and Learning webinar. Patty gave a brief webinar overview of the presentation to the committee.	Webinar recordings are available on Chancellors website.
3.	<ul> <li>Committee         Goals and         Progress Report</li> </ul>	<ul> <li>Patty shared 2021-22 Committee Goals and Progress Report sheet; she informed the committee that the Retention and Persistence 2021-22 goals are due by November 5, 2021; these goals must align with College goals.</li> </ul>	<ul> <li>Committee members worked together on completing Retention and Persistence goals to meet November 5, 2021 deadline.</li> <li>The Committee Goals and Progress Report document will be sent to SPEAC</li> </ul>

			for approval, once approved, SPEAC will forward the information to the President's office.
4.	High Impact     Practices     Presentation on <u>Understanding</u> <u>Factors Lead to</u> <u>Student Success</u> for Men of Color     (Jaime     Rodriguez)	<ul> <li>Jaime Rodriguez presented on Understanding Factors that Lead to Student Success for Men of Color on:         <ul> <li>Community colleges serve as the primary pathway for both Latino and Black men into postsecondary education,</li> <li>Data shows that in many markers of student success at the community college level, disparities exist between men of color (Black and Latino men) and their counterparts.</li> <li>"When Latinos do start their college education at a 2-year rather than a 4-year institution, their chances for attaining a bachelor's degree are significantly diminished.</li> <li>"Men of color have greater aspirations than White males, but are less likely to reach their goals</li> </ul> </li> <li>The objective is to determine what factors contribute to success for men of color in community colleges by reviewing scholarships focusing on this specific student population.</li> </ul>	Committee members shared the following questions, comments, and ideas in relation "Understanding Factors that Lead to Student Success for Men of Color".  • Was the focus only on Black Males and Latino's? • What year was the research project completed? • Research project completed in 2016 with no major changes since 2016. • What is the significant of having an African American teacher at the early age and how they think about education? • Flag the research that have specific factors and are more important for men of color rather than other demographics.  Committee members shared the following
	• Longitudinal Study at Mt. SAC - (Patty)	Patty, Marcell, and Jaime met and discussed Longitudinal Study at Mt. SAC, the student experience as they go through their college career for credit and noncredit students.  • Patty proposed recruiting first-year college students in the Fall of 2022 and reaching out to them about their college experience, such as asking them about the student experiences:  • Working with counselors, programs on campus, outreach program,  • Reach out to student's multiple times during the term and at the end of the year,  • Adding focus groups, data collection, focusing on guided pathway pillars,	thoughts and ideas on "Longitudinal Study at Mt. SAC":  • Who are the target age groups?  • The Cohort should be enough to focus on.  • Focus on larger cohort of possibly smaller cohort, still thinking about what cohort to focus on.  • This study would be helpful for students, students want to be cared for and know the College is investing their time in their success. We validate their experience.  • Getting involved with those students who do not want to be involved with this study. Find out if they transferred or

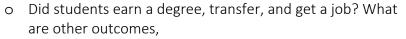
o How students are getting started and staying on track, as

well as their experience in and out of the classroom,

study. Find out if they transferred or

after they leave college?

graduated. What happens with students



- o Possibly collect internal data on first year KPI's for instance number of units earned every term or year, completion of transfer of English and math. Identify 2<sup>nd</sup> year KPI's, contact students who did not enroll, and provide data in each term, looking at short term data, long term data, quantitative data, and qualitative data,
- Possibly reaching out to external partners for support, building a research partnership with UCLA for resources or funding.
- Designing a data collection based on the student journey, such as first-year students and college onboarding. Do you have any concerns about your in counter, student journey/ Are services required?
- Thinking about how we can provide this information to students when they request it? Instruction in the classroom or out of the classroom. Experiment with a text message to students.
- Keep track of the students' progress by having communication on obstacles they have encountered.
- Students care about their future. The concerns on how they are taught or ignored in class.
- Marcell attended a workshop, the discussion was on student success, and the expectation of teaching was the most important factor.
- How we can make this project more personal to the students?

One committee member shared the following link:

 <u>California community colleges unable to</u> <u>justify placing students in remedial</u> <u>classes, study finds.</u>

Issue Bin/Future Agenda:

Future Meeting: November 9th, 23rd