



Student Preparation, Equity and Achievement Council
 Online via Zoom
May 18, 2020 – Minutes

Members [18]

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| <input checked="" type="checkbox"/> Audrey Yamagata-Noji, Co-Chair | <input checked="" type="checkbox"/> Lance Heard, Co-Chair | <input checked="" type="checkbox"/> Matt Munro | <input checked="" type="checkbox"/> Ned Weidner |
| <input type="checkbox"/> Madelyn Arballo | <input checked="" type="checkbox"/> Francisco Dorame | <input type="checkbox"/> Donna Necke | <input type="checkbox"/> |
| <input checked="" type="checkbox"/> David Beydler | <input checked="" type="checkbox"/> Michelle Dougherty | <input checked="" type="checkbox"/> Bruce Nixon | <input type="checkbox"/> |
| <input checked="" type="checkbox"/> George Bradshaw | <input checked="" type="checkbox"/> Matt Judd | <input checked="" type="checkbox"/> Chisa Uyeki | <input type="checkbox"/> |
| <input checked="" type="checkbox"/> Guadalupe De La Cruz | <input checked="" type="checkbox"/> Sara Mestas | <input checked="" type="checkbox"/> Shailah Arreola-Bittner | <input type="checkbox"/> |
| Student Representatives: | <input type="checkbox"/> Jacob Duarte | | <input type="checkbox"/> Sophia Ruiz |

Guests: Maria Tsai, Alejandra Pulido, Elizabeth Casian, Koji Uesugi

Item No.	Agenda Item	Discussion	Outcome
1.0	Review Today's Agenda and Minutes from May 4, 2020	Chisa wondered about a conversation about the research findings – having a broader conversation and inclusive of strategies.	May 4, 2020 Minutes approved Accreditation Standard IV.A.7
2.0	Committee Meeting Minutes for Review and Approval		
a.	Student Equity – April 27 minutes for acceptance	Inquiry about the outcomes of the Technology Distribution and Food Pantry Households survey that Mt. SAC devised. Koji explained that the national Hope Center survey will come out at a later date. Daniel from RIE was in charge of this survey. Correction to minutes: should be \$8.75 M not K.	Minutes accepted. Audrey will inquire about the results of the survey. Notation of change to M from K. Accreditation Standard IV.A.7
b.	Assessment and Matriculation – April 22 minutes acceptance	Reviewed in detail the minutes.	Minutes accepted. Accreditation Standard IV.A.7
3.0	Research Agenda (Ned & Michelle) <i>Ned & Michelle will share with the Council research from the English department.</i>	2018-19 <ul style="list-style-type: none"> • Overall success in standalone English 1A was 64.9% for 4,720 students • Overall success in coreq English 1A and 80 was lower at 54.4% for 1,307 students 	Council members were very appreciative of the presentation. Many discussion points related to equity concerns. Continued discussions and further research are of interest.



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		<ul style="list-style-type: none"> • Completion of English 1A in 2018-19 was 7,705 compared to only 4,209 in 2017-18 <p>Fall 2019</p> <ul style="list-style-type: none"> • 1A: 62.4% • 1A + 80: 57.6% • Fall 2019 = 2,981 completed 1A <p>In Fall 2018, students were required to take the coreq. Students with high school GPAs of 2.6 to 3.49 had lower success rates in standalone 1A than 1A+80. Students with 2.59 GPA or lower had higher success rates in standalone 1A than they did in coreq.</p> <p>Are students with less confidence placing themselves in the coreq classes? What about NES? [Note: Was this supposed to be native English speakers (NES) or non-native English speakers (NNES)? I feel like the latter, but can't be sure.]</p> <p>Equity Data: Still some disparities:</p> <ul style="list-style-type: none"> • Asian students have higher success rates in both the coreq and 1A about 78% average • White students have the 2nd highest success rates for both averaging 67% • African Americans and Latinx students' success rates are lower – African Americans 35% in coreq and 41% in 1A. Latinx success rates around 56% for both • For African Americans, only 12 students in the coreq pool were successful and 22 were not successful (total of 34); and only 44 in the 1A only pool for Fall 2019 were successful and a total of 63 unsuccessful with a total enrollment of 107 enrolled students. 	<p>Accreditation Standard II.C.5 Accreditation Standard II.C.7 Accreditation Standard IV.A.7</p>
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		<ul style="list-style-type: none"> • Concerns with equity and success rates based on ethnicity. Some students may have been in the 2 or more races or other racial categories. African American enrollment is 3.6% of the credit enrollment. <p>Chisa inquired about recommendations for additional support:</p> <ul style="list-style-type: none"> • Ned said he didn't think our data was similar to statewide data that coreqs have been more successful both regionally and statewide. • Our coreq is only 1 unit, some colleges have 2-unit coreqs. Consider more online support for English 80. • Consider some pedagogical shifts in how the coreq courses are being taught. <p>Students aren't participating in tutoring like they had previously. They only had 1 week to build their group sessions. Alejandra shared that faculty need to mentor and train the TCs. There are TC sessions but students are not participating.</p>	
4.0	AQ2 Completers report <i>Maria Tsai will provide further details of this report to the Council</i>		Presentation and report will be given at the next meeting
5.0	AMLA Placement (David, Barbara, Alejandra, Elizabeth)	Elizabeth reviewed the pilot tool for placement into AmLa classes. The prior model that was piloted did not yield good results. Students were under-placing themselves. COVID-19 forced their hands to put the "Can-Do" placement model into place due to the inability to give the AWE test remotely. This is a temporary pilot. A 2 nd phase will be implemented when returning to campus. The vision is for students to meet with AmLa faculty face-to-face. Along with the "Can-	Approval to utilize the "Can-Do" questions and related placement recommendations for AmLa placement was decided upon at a previous meeting. Acceptance of the recommendation to utilize AmLa faculty's interview and guidance with students as an



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		<p>Do” statements will be other samples and information to use in making a more informed choice for placement.</p> <p>A new email for the AMLA faculty has been established to be able to follow up with students being referred to them.</p> <p>Presently the AQ refers students with this message: Take AWE (English Writing Test) The new message will be: See AmLa Department – to determine your English placement, please review the Can-Do Statements (click to read) – links to the Assessment Center/GSP website; select row 1-6 that best describes abilities; contact an AmLa faculty member.</p> <p>Today just approving the change of assessment into AmLa courses to clarifying the role of AmLa faculty in placement.</p> <p>A request from Counseling was made to have AmLa faculty participate in International Student Orientations to assist with placement.</p> <p>Chisa clarified Alejandra’s point that this is a pilot.</p>	<p>additional part of the AmLa guided self-placement process.</p> <p>Reiterated the understanding that this is a pilot process that needs a research plan to evaluate the effectiveness of the model and the tool.</p> <p>Accreditation Standard II.C.5 Accreditation Standard II.C.7 Accreditation Standard IV.A.7</p>
6.0	Recommendation for students directed to take English Writing Placement Test (David)	Provide more details in advance of the meeting.	Hold over to next meeting.
7.0	<p>AP 5520 Student Discipline (Audrey, Koji) – Share overview on new references History: Brought to the SP&S Council by Student Life because it had been reviewed by a consultant in September 2018. Was not presented in 2018-19 or Fall 2019. Council is requesting summary of issues to be addressed. April 20, 2020 - Added “The Standards of Conduct shall apply to conduct related to College activity or</p>	<p>Koji presented some additional modifications to AP 5520 relative to the new Title IX regulations that were just recently released. Reference is made to the “College’s Title IX policies and procedures” for details related to the reporting and investigation of sexual misconduct, dating violence, domestic violence, and stalking.</p> <p>The compliance date for the revised Title IX regulations is this August 14, 2020.</p>	<p>Moved and seconded to approve. Approved by acclimation.</p> <p>Lance will take to Academic Senate.</p> <p>Understanding that the Council will revisit AP 5520 in 2020-21 subsequent to HR’s rewriting of</p>



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	<p>College attendance, including but not limited to conduct that occurs on College premises, at College sponsored activities and at College off-campus activities, whether these activities are taking place face-to-face or online activities.”</p> <p>“Substantial incongruity between the proposed sanction and finding” – needed clarification.</p> <p>Proposed rewrite “There is substantial imbalance between the proposed sanction issued in comparison to the violation finding.”</p> <p>Council members are to continue reviewing changes, including definitions. This AP will be agendized for the next meeting for a vote and then forward to Academic Senate to be hopefully approved in the current academic year.</p>	<p>Koji recommended to move AP 5520 forward and to circle back to amend it once HR has completed their revised BP and AP related to these changes. The reference to “AP 3540” has been removed as HR has notified Koji that they will gut AP 3540 and institute two new APs.</p> <p>Another section was added relative to cross-examination. In the new regs, cross-examination MUST now occur. “In cases of student sexual misconduct subject to Title IX, the student discipline procedure shall include cross-examination between complainant and respondent at a live hearing (in-person or virtual). The cross-examination procedure, <i>does not</i> allow for respondent and complainant to address relevant questions to each other directly.”</p> <p>Concern to further clarify the process for providing a teleconference option. “Teleconferencing may be requested by either party based on specific circumstances.”</p>	<p>other related BP and AP sections per the new Title IX regulations.</p> <p>Accreditation Standard I.B.7 Accreditation Standard I.C.5 Accreditation Standard I.C.8 Accreditation Standard I.C.10 Accreditation Standard IV.A.7</p>
8.0	2019-20 Committee Goals & Progress Report – accomplishments due to the President’s office by June 1 st		Schedule for next meeting
9.0	<p>Review CIRP Survey questions</p> <p>Workgroup update. Finalize a decision whether to go forward with the CIRP for 2020 – or wait until next year.</p> <p>History: <i>The 2016 CIRP was presented to the Council by Bruce in March 2018. This was the last time CIRP was administered. Per Barbara, for CIRP, “Institutions have the option of adding up to 20 multiple choice questions of specific local interest at</i></p>	<p>Lisa reviewed the “institutional questions”:</p> <p>54. How anxious do you feel being a new college student at Mt. SAC? Concern about using the word “anxious” --- Do you feel anxious about being a new college student at Mt. SAC?” [decided to keep this question and see how it works out]—“What is your level of anxiety in being a new college student at Mt. SAC?”</p>	<p>Concern over NOT having #54 (“anxious”) as our first question.</p> <p>Typos/clean-up will be made.</p> <p>Lisa and Audrey will work with Barbara McNeice-Stallard to complete the participation requirements and develop a</p>



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<p><i>the end of the questionnaire.” Each response choice students give is considered 1 question. So, 20 clicks=20 questions</i></p> <p>March 2, 2020: Lance provided a brief overview of this agenda item. Maridelle will send a reminder to the Council to review CIRP questions (including a link on CIRP from Mt. SAC’s 2017 Institutional Self-Evaluation Report), prior to the next meeting. This agenda item will be carried over to the next meeting and Council members will provide their input on the Mt. SAC’s specific questions, as well as provide any recommended new questions.</p> <p>April 6, 2020: Lance will meet with Lisa to review the CIRP and the institutional questions. Francisco will review the possibility of delivering the CIRP as part of the New Student Orientation. Council members will submit suggestions for institutional questions to Maridelle. Maridelle will send the current institutional questions to Council members as a reference. Will decide at the next meeting to go or not for Summer/Fall 2020.</p> <p>April 20, 2020: Subcommittee to work on this. [Lance, Lupita, Sara*, Naomi, HSO rep] *Audrey volunteered Sara as she co-chairs Guided Pathways and this is related. Need to determine deadline dates – by when do we need to submit to HERI.</p> <p>May 4, 2020: The Council was split of whether to keep the old version of Q 57 or to accept the newer version of Q57. There was discussion about Q59 such that the responses were amended.</p>	<p>55. On a scale of 1 to 5, rank how sure are you about the subject area in which you want to major? Change response to “I’m perfectly clear.”</p> <p>56. As I start college, the greatest personal challenge I expect to change:</p> <p>57. When I think about how I performed as a student in high school, I ... [this is a revision of another question] – concerned about the use of the word “proud”</p> <p>57. In high school, how much did you know about taking classes at Mt. SAC</p> <p>58. When I think about becoming a student at Mt. SAC [excited] – now to change some of the responses</p> <p>59. Which answer best describes the reason you decided to attend college now?</p> <p>60. Who will you mostly go to for advice about your problems related to college?</p> <p>61. What type of support will you need the MOST at Mt. SAC to reach your goal?/be successful?</p> <p>62. deleted</p> <p>63. If I need help with a paper or completing a class assignment, I will probably</p> <p>64. Which statement best describes how your work and time commitment affects your life outside of college?</p> <p>65. Where is your main access to a computer?</p> <p>66. Where is your main access to the internet?</p> <p>67. Where is your main access to a printer?</p> <p>68. What is your preferred method of receiving communication for Mt. SAC events?</p> <p>69. What is your preferred method of communicating with your instructors (outside of class time) at Mt. SAC?</p> <p>70. What is your preferred method of receiving time-sensitive information from the college (excluding emergency broadcasts)?</p>	<p>schedule for implementation this summer. New students in Summer Bridge and STEP Into College will be the main respondents. We will attempt to have other students participate via the portal.</p> <p>Accreditation Standard I.B.6 Accreditation Standard II.A.7 Accreditation Standard IV.A.7</p>
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	<p>There was suggestions about adding 2 more questions:</p> <ul style="list-style-type: none"> • How much did COVID 19 play into your decision to attend Mt. SAC? • What is your comfort level with taking online/remote instruction as you begin Mt. SAC? <p>We will work to develop responses to these 2 items and to share it with the Council. Suggestion was endorsed to provide the survey to students enrolling in Summer Bridge and STEP Into College this summer. Additionally, the possibility of adding the survey to students in the Mountie Fast Track will be pursued.</p>		
10.0	CARES Act update (Audrey)	Audrey explained that there hasn't yet been a campuswide discussion or plan about the 2 nd half of the CARES Act funding.	Accreditation Standard I.C.1 Accreditation Standard I.C.6 Accreditation Standard IV.A.7
11.0	Future Presentations/discussions <i>(Listed on a Separate Attachment)</i>	Council reviewed the agenda for the next meeting. We will consider an update regarding Basic Needs and Behavioral and Wellness Committees/Teams. Madelyn will provide a PAC update.	Audrey and Lance to work on the agenda to ensure all items are covered. Lance recommended that Council members plan to commit extra time to our last meeting if possible.
	Next meeting dates: June 1		