



Student Preparation, Equity and Achievement Council

Online via Zoom

December 6, 2021 – Minutes

Members [23]

- | | | | |
|--|---|---|--|
| <input checked="" type="checkbox"/> Audrey Yamagata-Noji, Co-Chair | <input checked="" type="checkbox"/> Bruce Nixon, Co-Chair | <input checked="" type="checkbox"/> Sara Mestas | <input checked="" type="checkbox"/> Briseida Ramirez-Catalan |
| <input checked="" type="checkbox"/> Esteban Aguilar | <input checked="" type="checkbox"/> Francisco Dorame | <input type="checkbox"/> Michelle Nava | <input checked="" type="checkbox"/> Lani Ruh |
| <input type="checkbox"/> Madelyn Arballo | <input checked="" type="checkbox"/> Eva Figueroa Morales | <input checked="" type="checkbox"/> Donna Necke | <input type="checkbox"/> Chisa Uyeki |
| <input checked="" type="checkbox"/> David Beydler | <input type="checkbox"/> Kelly Fowler | <input type="checkbox"/> Patricia Quiñones | <input type="checkbox"/> |
| <input checked="" type="checkbox"/> George Bradshaw | <input checked="" type="checkbox"/> John Kuchta | <input type="checkbox"/> Joshua Suchoza | <input type="checkbox"/> Student Representative |
| <input checked="" type="checkbox"/> Monika Chavez | <input type="checkbox"/> Mark Lowentrout | | |
| Student Representatives: | <input type="checkbox"/> Martin Chau | | |

Guests: Lupita De La Cruz, Lisa DiDonato, Gloria Munguia

Item No.	Agenda Item	Discussion	Outcome
1.0	Review Today's Agenda and Minutes: November 1, 2021 minutes	12 members present as the meeting began.	Minutes seconded, moved, and approved by the Council. Accreditation Standard IV.A.7
2.0	Committee Meeting Minutes for Review and Approval		
a.	Student Equity – November 8 minutes received for acceptance	Bruce shared that the Equity Champion workgroups – have been making progress with noncredit, Native American students, and clarifying our role as an HSI. As a result of our joint meeting, recommendation to look at a drop-down menu for when students drop. Eric and Bruce will meet with Chuong to pursue this.	November 8 Minutes moved, seconded and accepted Accreditation Standard IV.A.7
b.	Assessment and Matriculation – October 27 minutes received for acceptance	David shared a discussion about Chemistry Placement. Todd Clements (CHEM) is working with Nico (Assessment) to put together a flyer about the chemistry placement process. Students who did well enough in HS or took the AP can get eligibility for CHEM 50 (bypassing CHEM 40). Changes need to still be made in the catalog. Students take the Chemistry Placement Test in the CHEM department. Multiple measures are utilized as students can show HS records as well as the	October 12 Minutes moved, seconded and accepted Assessment and Matric Committee will further review whether any further approvals are necessary to continue to use the Chemistry Placement Test.



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		test score for placement. The flyer specifies the requirements as well as the role of counselors in placement.	Accreditation Standard IV.A.7
c.	Retention and Persistence – October 26 minutes received for acceptance	Sara shared that Jaime from RIE reviewed MOC presentation about student success. Patty, Marcell and Jaime asked about doing a longitudinal study about male students of color at Mt. SAC.	October 26 Minutes moved, seconded and accepted Accreditation Standard IV.A.7
d.	Textbook and Materials – October 7 minutes received for acceptance	Monika shared that they reviewed Textbook Adoption Roadmap and recommendations for textbook adoption and low cost filter. The Textbook Adoption Roadmap was adopted by the Academic Senate at their recent meeting. The Roadmap is for faculty, students about their options, and what is expected from the Bookstore.	October 7 Minutes moved, seconded and accepted Accreditation Standard IV.A.7
	Action Items		
3.0	AP 4240 Academic Renewal: review President's request for additional language (review changes from subcommittee: Chisa, George, Francisco, Lupita, Sara) <ul style="list-style-type: none"> AP 4240 Academic Renewal BP 4240 Academic Renewal Without Course Repetition 	Lupita Jimenez joined the meeting to review and present the recommended changes. Last year, this procedure was updated but returned to add more specific language about the process. The workgroup reconvened to work on this and to specify the process to be followed by Admissions and Records and Counseling to implement AP 4240. Grades to be alleviated will be noted onto the student's academic record but excluded from the grade point average calculation. The waiting period of 2 years was removed. Academic Senate Executive Board will review this week. The changes to BP 4240 were to add the substandard grade designations of D, DV, F, FV, NC, NP and NPV. Discussion about the fact that there are no specific grades listed in BP/AP 4230—Grading Symbols. The only reference to specific grades appears to be in the revised version of BP 4240. The backside of the academic transcript shows all grading symbols.	Effective date will be once all have signed off. Lupita will send to Maridelle; Maridelle will forward to Bruce/Academic Senate. (same copy as included on today's agenda) Strikethrough copy is fine. Sara and George moved and seconded AP 4240; council in full support – passed! In agreement to move forward and to have George further review and investigate. Need to investigate whether recommended changes to BP/AP 4230 were indeed made but somehow did not make it onto the website for BPs and Aps. There are notations in



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			<p>previous SPEAC notes that allude to this (December, 2019)</p> <p>Sara and George moved and seconded to approve BP 4240 and forward for approval through the governance process.</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>
4.0	<p>SEA Annual Report</p> <ul style="list-style-type: none"> SEA Annual Report Template SEA Annual Report Announcement SEA Annual Report FAQ SEA Annual Report Training 	<p>Audrey, assisted by Gloria Munguia and Lisa DiDonato reviewed the proposed SEA Annual Report. Madelyn provided excellent feedback</p> <p>The state “Access” goal/metric is defined as: “Successful enrollment measured by applicants from the previous year, the proportion who enrolled in the same community college in the selected year.”</p>	<p>Accreditation Standard I.B.6 Accreditation Standard II.A.7 Accreditation Standard II.C.5 Accreditation Standard II.C.7 Accreditation Standard IV.A.5</p>
	Presentations/Informational Items		
5.0	AB 705 Implementation Memo/Webinar debrief (David)	<p>David and Audrey reviewed the latest Chancellor’s Office webinar in which clarifications on full implementation of AB 705 were presented and the due date to file our Implementation Plan by March 11, 2022. The Chancellor’s Office has now stated that colleges can’t allow students to enroll in below transfer level English and math “by choice.” Additionally, if a transfer-level course (English and math) will meet the requirement for a certificate or AA/AS, students are to be held to the transfer-level course instead of a non-transfer level course (e.g., Math 71).</p>	<p>This was presented as an informational item and will be reviewed at a later date. If necessary, a special meeting can be called to review this submission.</p> <p>Accreditation Standard II.C.5 Accreditation Standard II.C.7 Accreditation Standard IV.A.5</p>



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The Chancellor's Office has given 3 options to report:

- 1) Full compliance (which we thought we were, but based on the recent "interpretations" we are not—because we still offer below transfer-level classes)
- 2) Remove pre-transfer courses from the curriculum
- 3) Do throughput studies to show students who begin by enrolling in pre-transfer level courses are just as successful in completing and passing transfer level courses.

David shared that the English department voted to go with Option 2 – no longer offer any courses below transfer level; the Math department voted Option 2 under duress, with concerns that we wouldn't be able to complete the data template designed under Option 3 – especially because our transfer level courses meet AA/AS/certificate requirements.

Bruce asked about whether CE programs would need to revise their curriculum to change course requirements. For some CE program, Math 71 is the required math level (e.g., Psych Tech). Because a higher course can satisfy this requirement, the state is telling us students need to be able to take the transfer-level course instead.

Audrey shared that she met with President Scroggins and VPI Kelly Fowler this a.m. to review this. President is very supportive of our work and our positions and will do whatever is necessary to assist. Kelly is very concerned about potential backlash for not being compliant. Agreed that we need to work on this as a college and come up with a plan.

David shared a potential revamp of the math curriculum. Revamping Math 130 (College Algebra) is the prerequisite for Math 140 – and is very difficult and has a low pass rate. If



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	<p>revamped, the course would include more review material – somewhere between M 71 and M130. The course would become terminal as a college algebra class for liberal arts students. On the other hand, Precalc can be re-written for students to move into Calculus. Cal Poly does this (separating College Algebra and Trig). Another hope is to better integrate with noncredit (AIME) to assist students to prepare for transfer level courses. Look at a Week 0 – having a week in advance to get ready for enrollment in the transfer level course. Looking also at jump-start modules to assist students with videos and other instruction to help students in advance of the class starting (students would do this before class starts, and even include incentives).</p> <p>Donna shared that so many students only needed “brush up” and now many are out of options and keep repeating the same course. What refreshers do students need? Many students are not aware of AIME.</p>	
	Future Agenda Items	
	<p>AP 5055 Enrollment Priorities: review President’s request for additional modifications related to Dual Enrollment (needs to go back through the process to include language on AB30)(George & Madelyn to provide update in the Spring)</p> <ul style="list-style-type: none"> • Clean Copy – PAC approved 09.22.2021 	
	<p>Next meeting dates: March 7, March 21, April 4, April 18, May 2, May 16, June 6</p>	

Mt. San Antonio College Retention and Persistence Committee - Minutes

Date: March 8, 2022

Attending:

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

Regrets: David Beydler, Sun Ezzell, Jasmine McLeod, Gizelle Ponzillo, Susan Wright

	Topic	Discussion	Outcome
1.	<ul style="list-style-type: none"> Welcome and Review Agenda Topics Review and Approve 11.23.21 meeting minutes 	<ul style="list-style-type: none"> There were no changes to this agenda R&P 11.23.21 Minutes 	<ul style="list-style-type: none"> Minutes of November 23, 2021, were approved with a correction on Susan Wright presentation title update from "What is Positive Education" to "What is Positive Psychology" and how Can We Use These Principles to Enhance Student Success?
2.	<ul style="list-style-type: none"> Review of Guided Pathways AACC Dashboard 	<ul style="list-style-type: none"> Patty shared her screen on AACC Guided Pathways 1.0 Early momentum Metrics. She explained dashboard information on tracking first-time students. <ul style="list-style-type: none"> All Colleges C KPI All KPIs X College Disaggregated KPIs Improvement by Subgroup Improvement on KPIs & Gaps Cohort Composition Patty also shared her screen on RIE Mt. SAC GP Dashboard, she explained enrollment on first-time student Cohort 2020-2021. 	<ul style="list-style-type: none"> Shiloh said AACC Pathways was presented to the Presidents' cabinet. Dr. Scroggins asked if there was "attempted" information to identify gaps in the number of units, vs completed units. <ul style="list-style-type: none"> Patty said "attempted/completed information" is located on the Research website in the Guided Pathways Dashboard. From AACC Pathway document Patty shared her screen: Black students are completing Math and English less than in prior years and the dashboard completion rate of Black students has declined 37.8% in 2015 vs. 29.7% in 2019. <p>Suggestions: Research other colleges closing the gaps.</p> <ul style="list-style-type: none"> Launch board may provide information on data dashboards. Transfer level gateway completion dashboard, from the Chancellor's office may also have information.

3.	<ul style="list-style-type: none"> Possible Focus Groups with Students 	<ul style="list-style-type: none"> Patty reported students are not involved with faculty office hours; she suggested having focus groups on students and faculty engagement. <p>She asked the group, if we decide to move forward with focus groups</p> <ul style="list-style-type: none"> What topics should be asked of the students? How would we be able to recruit? 	<p>Topic suggestions:</p> <ul style="list-style-type: none"> Add student voices, poster experience that was done prior to COVID was valuable information. Possibly look at the bigger picture of the roadblocks Blacks and Latinx students are experiencing. Provide a Climate survey in order to get feedback from the student experience. USC provided the students with a campus climate/racial survey, <ul style="list-style-type: none"> Patty will bring it to the next meeting for further discussion. Discuss Metrics from a student's perspective, students understanding, qualitative and quantitative. Ask questions about students' experience in and out of the classroom and how they became successful. <p>Recruiting students:</p> <ul style="list-style-type: none"> Have students write what is working and student experience. Target those students of color participating in special programs. Pay students, host breakfast, serve free lunch. Invite Zelda Bolden as a guest, provide the group with her outreach information. Student experiences, what can we do to help students who are struggling?
4.	<ul style="list-style-type: none"> Early Alert Update 	<ul style="list-style-type: none"> Patty asked Sara to give a brief update on the early alert team. <ul style="list-style-type: none"> Sara explained, the early alert is for students enrolled in math and English, faculty will get alerts on missing assignments and other information, they are looking at expanding this system. 	<ul style="list-style-type: none"> Faculty is looking into the alert system. What is working and not working? Students do not have the ability to get course material due to cost. Possibly identify those specific students who are unable to purchase supplies.
5.	<ul style="list-style-type: none"> How to Central Student Support/Academic Services 	<ul style="list-style-type: none"> Patty asked the group if they are aware of a centralized support center 	<ul style="list-style-type: none"> Tutoring centers have created a pamphlet of all centers and what information is available. Universal Student Services Support Syllabus tool is available to faculty.

		area or are there available resources for students and faculty members?	<ul style="list-style-type: none"> • Turn the pamphlet into a canvas page for faculty access or provide flyers or signs around campus to connect to the HUB. • Student member wrote in the zoom chat is required to read through the entire syllabus for each class and is required to use the Writing Center. • There is a new 2022 Spring flyer available for faculty and students.
Issue Bin/Future Agenda:			

Future Meetings: March 22nd, April 12th, April 26th, May 10th, May 24, 2022



Student Equity Committee – DRAFT Meeting Notes
September 13, 2021 / 2:30pm to 4:00pm / Virtual Meeting - Zoom

Members

- | | | |
|--|--|---|
| <input checked="" type="checkbox"/> Eric Lara (Co-Chair)
<input checked="" type="checkbox"/> Bruce Nixon (Co-Chair)
<input checked="" type="checkbox"/> Romelia Salinas
<input checked="" type="checkbox"/> Eloise Reyes
<input type="checkbox"/> Mica Stewart | <input checked="" type="checkbox"/> Shelby White-Tremazi
<input type="checkbox"/> Diana Felix
<input type="checkbox"/> Colin Brooks
<input checked="" type="checkbox"/> Jaime Rodriguez
<input checked="" type="checkbox"/> Tami Pearson | <input checked="" type="checkbox"/> Francesca Rinaldi
<input type="checkbox"/> VACANT (Faculty Rep)
<input checked="" type="checkbox"/> Chloe Kim (A.S. Rep.) |
|--|--|---|

Research Team Guests: John Barkman
Allende

Guests: Lisa Amos, Kristina

Item	Agenda Topic	Notes	Meeting Outcomes
1.0	Land Acknowledgement	Francesca Rinaldi recited the Land Acknowledgement statement.	N/A
2.0	Welcome and Introductions	Eric Lara welcomed the committee back to campus; each committee members introduced themselves including the guests.	N/A
3.0	Review Meeting Notes: May 24, 2021	Bruce Nixon presented the meeting notes from May 24, 2021; no changes, additions, and corrections.	The committee members approved the meeting notes from May 24 th with no changes, additions, and corrections.
4.0	SEC Opportunities	Eric Lara and Bruce Nixon presented various opportunities for members to be Equity Champions in areas they feel passionate about. Examples given were: Native American Student Initiatives, moving from Hispanic enrolling to Hispanic serving, Equity with non-credit, etc. Kristina Allende presented the idea from Academic Senate for SEC to lead the Equity Town Hall event. Assistance from Academic Senate will be available.	Committee members were encouraged to select up to two areas to be Equity Champion. Committee members will discuss which formal areas/programs will move forward for the 2021-2022 AY. The committee members approved the request from Academic Senate for SEC to host the Equity Town Hall event.

Acknowledging Indigenous Peoples of Mt. SAC

It is important for Mt. SAC to acknowledge that our campus resides on what was historically the homeland of indigenous people. At the start of each Student Equity Committee meeting, we acknowledge the indigenous people at Mt. SAC: “We would like to take a moment to acknowledge that we are on Tongva land and recognize them as the traditional caretakers of Tovaangar (the Los Angeles Basin, So. Channel Islands), what we now call home. We would also like to pay our respects to the Honuukvetam (Ancestors), ‘Ahihirom (Elders) and ‘Eyoohiinkem (our relatives/relations) past, present and emerging.”

5.0	Overview of SEC, Goals, Purpose and Function	Eric Lara and Bruce Nixon reviewed the Goals & Progress Report, as well as the Purpose and Function for the 2020-2021 year and asked for suggestions and edits for the 21-22 year.	SEC will formalize 2021-2022 purpose and function, as well as 2021-2022 goals at the next meeting.
6.0	Workgroups	Co-chairs discussed the use of workgroups in order to continue the equity work throughout the year.	Workgroups will be established at a future meeting.
7.0	RP Group Report – AB 705	RP Group report: “Enrollment & Success in Transfer-Level English & Math for Special Populations” – July 2021 was presented to committee as a possible joint effort between SEC and Assessment and Matriculation committee to determine Mt. SAC recommendation on B 705 student success.	Discussion will continue through the course of the semester.
8.0	Key Performance Metrics with an Equity Focus	Jaime Rodriguez initiated discussion on the Key Performance Metrics with an Equity Focus research report, which consisted of Fall-to-Spring Persistence: Asian students show the highest persistence rates followed by Latinx, White, and Black or African American students during this same period. Completion of Transfer English and/or Math in Year One: When this data is disaggregated by ethnicity we observe a consistent pattern showing Asian students with the highest completion rates for Transfer English and/or Math in year one followed by White, Latinx, and Black or African American students. One consistent pattern we observe is Black or African American students show lower completion rates and overall numbers for Course Success, Completion of Transfer English and/or Math in Year One, Certificates, Degrees, and Transfer when compared to their Asian, Latinx and White counterparts. However, when examining this data it also needs to be kept in mind that Black or African American students made up 3.6% of the total credit headcount in the 2019-2020 academic year.	Ongoing discussion.
9.0	Other	N/A	N/A

Scheduled Student Equity Meeting Dates: Sep 27th; Oct 11th; 25th; Nov 8th; 22nd

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