



Student Preparation, Equity and Achievement Council

Online via Zoom
May 16, 2022 – Minutes

Members [23]

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

Guests: Jimmy Tamayo

Item No.	Agenda Item	Discussion	Outcome
1.0	Review Today's Agenda and Minutes: May 2, 2022 minutes	13 in attendance Fix attendance from May 2 meeting notes	Minutes moved, seconded, approved by the Council. Accreditation Standard IV.A.7
2.0	Committee Meeting Minutes for Review and Approval		
a.	Student Equity – April 25 minutes received for acceptance	Bruce shared that this meeting was an end of year wrap up. Noncredit did a beautiful job on ageism. Dedicated an entire month of events. Also conducted the interviews for the first people's indigenous center professional expert.	Minutes moved, seconded, accepted by the Council. Accreditation Standard IV.A.7
b.	Assessment and Matriculation – March 23 and April 13 minutes received for acceptance	Audrey shared that we are working in improving the Assessment website to be friendlier. March 23 rd was Maria Tsai's last Assessment and Matriculation meeting. Vera Froman will serve as the RIE rep until someone is appointed. The Council should have an AMLA update for this Council. When AB 705 was implemented for English and Math, ESL was postponed. The Chancellor's Office has not released a report form to submit on ESL. We will invite Elizabeth Casian to provide an update at a future meeting. Noncredit placement test has been renewed about 3 times and will expire 2023. Donna will follow up and let the Council know.	March 23 and Apr 13 minutes moved, seconded, accepted by the Council. We will invite Elizabeth Casian to provide an AMLA update at a future SPEAC meeting.



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		<p>During the April 13th meeting, Jimmy Tamayo provided a Math update and shared that Math 71 will not be offered in the fall.</p> <p>Vera provided the AQ2 English Placement “See Counselor” Placement Tracking document for review. The outcome shows that Vera will speak with Maria Tsai and report back to the committee. Once Vera provides the update to the committee, George can share with the Council.</p> <p>Chisa recommends that Assessment and Matriculation Committee put together recommendations and send to SPEAC for review.</p> <p>Remind committee to change co-chair to Jimmy Tamayo (in place for David Beydler) on Assessment & Matriculation Committee minutes.</p>	Accreditation Standard IV.A.7
c.	Retention and Persistence – April 26 minutes received for acceptance	<p>Tiffany Kuo provided a presentation on Student Success and Faculty of Color. They took a study and accessed success rates with faculty of color.</p> <p>Long term outcome, more likely to choose major and stayed in that major.</p>	<p>Minutes moved, seconded, accepted by the Council.</p> <p>Accreditation Standard IV.A.7</p>
d.	Textbook and Materials – April 21 minutes received for acceptance	<p>Icons on schedule: committee chairs are working with Kelly Fowler to implement. Aiming for Spring 2023. Hoping to have a more streamlined process for fall. Each division has their own workflow for textbook access. Trying to make more uniform.</p>	<p>Minutes moved, seconded, accepted by the Council.</p> <p>Accreditation Standard IV.A.7</p>
	Action Items		
3.0	BP 4250 Probation, Dismissal, and Readmission (Chisa)	<p>Chisa shared that BP 4250 came through PAC. The President’s office is going through all BPs and pulled those that have not been reviewed since 2016. In looking at them, some had obvious things that need to be added or changed, others not so much. Wanted to make sure that SPEAC had an eye on BP 4250 and that the counselors who work in this area can also take a look at it. Chisa shared that it wasn’t pulled because there were problems with it; but more so wanting the right people to take a look at it and provide insight.</p> <p>Francisco shared an overview on where we are at with probation and dismissal. What was historically done is place our students on probation or dismissal, depending on the status of their academic progress. We stopped the component of probation dismissal during the pandemic, beginning Spring 2020, therefore, not placing any student in probation or dismissal. We do have a probation dismissal committee that Francisco is working with.</p>	<p>Accreditation Standard I.C.2</p> <p>Accreditation Standard I.C.5</p> <p>Accreditation Standard II.C.6</p> <p>Accreditation Standard IV.A.7</p>



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		<p>Reinstatement of probation and dismissal will happen for the Fall 2022; therefore, the language is going to be critical for us as we look at this document moving forward.</p> <p>Redundancy – 2 sentences repeated; under the "Probation" section it notes: "Noncredit full time instructors are working with ACCESS to develop classes to provide more support for noncredit students prior to taking credit classes."</p> <p>Recommend notating COVID in this document or in the AP.</p> <p>Francisco will put the workgroup together to work on this AP/BP.</p> <p>Julie Perez Garcia can chair: Francisco, Chisa, George, Roger</p>	
4.0	2021-22 Committee Goals & Progress Report – Council will report accomplishments due to the President's office by June 10	<p>Maridelle shared the 2021-22 Goals & Progress Report that is due to the President's office on June 10.</p> <p>Recommendations:</p> <p>Goal #3: add specific items related to discussions and updates on the critical work being done, especially with the new Retention and Persistence and Textbook and Materials Committees. Can also add the work that the Student Equity Committee undertook (under suggestion from SPEAC) on the Native American Initiatives. Also add the regular updates received from a representative of each committee at every meeting.</p> <p>Goal #5 – add SPEAC/AM/SEC/RP/TIMC Joint Meeting, where the Council invited the reporting committees and other key leaders to review where we are with assessment and placement.</p> <p>Add the AB 705 report that went forward to the Chancellor's office.</p> <p>Goal #6 - Patty shared that we did a review on the impact on COVID in the Fall. We can add this to Goal #6.</p> <p>How many students total did we drop for noncompliance -- Bring this back to next meeting?</p>	<p>Maridelle will update the Goals & Progress Report and bring it back to the next meeting.</p> <p>Accreditation Standard IV.A.2</p>
	Discussion/Informational Items		
	5 Minute Break		
5.0	Assessment of Collegiate Campus Climates Fall 2020 Results Report and Climate Survey (Patty)	<p>Patty shared the Campus Climate Survey that was administered in Fall 2020. Background about the survey: Asked students about the six content areas (1. Matterng and Affirmation, 2. Cross-Racial Engagement, 3. Racial Learning and Literacy, 4. Encounters with Racial Stress, 5. Appraisals of Institutional Commitment, 6. Impact of External Environments).</p>	<p>Patty will bring back further guidance to a future meeting.</p> <p>Accreditation Standard I.B.6</p>



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		<p>All Mt. San Antonio College students (N=28,520) were invited to participate in the NACCC survey in the Fall 2020. In total, 1,849 students responded to the survey for a response rate of 6.48%.</p> <p>In terms of racial ethnic identity, the majority of respondents were Hispanic, followed by Asian, followed by two or more races.</p> <p>The survey was distributed online because it was Fall 2020, during the height of the pandemic. A majority of the respondents were female (68%) and heterosexual (81%). A majority of students also indicated that they were 2nd year sophomore, ages 18-21.</p> <p>The first domain with the largest discrepancy between students of color and white students is "Mattering and Affirmation." NACCC respondents indicated the extent to which they feel they matter in classrooms and in various out-of-class campus spaces. Additionally, students indicate the ways and the frequency with which faculty members affirm them.</p> <p>71% of white students indicated they mostly matter or strongly matter in the classes with white professors. 58% of students of color indicated they mostly matter or strongly matter in classes with white professors.</p> <p>In the NACCC survey, mattering is defined as others noticing and caring about what students think, want, and have to say.</p> <p>Students of color (68%) were significantly less likely than White students to receive affirmation from White professors.</p> <p>Chisa shares that this triggers thoughts about next steps to more accurately represent specific ethnic student populations using the example of 'Arab student' provided population.</p> <p>The NACCC report provides the following recommended action items for Mattering and Affirmation: a) Access Campus Identity, b) Build Standards of Inclusive Teaching, c) Engage Race-Consciousness in Classroom Practices, d) Train Staff for Inclusive Environments, and e) Assess Strengths and Weaknesses</p> <p>The second domain with the second largest discrepancy between students of color and white students is "Cross-Racial Engagement."</p> <p>This is where the NACCC respondents indicate the frequency and nature of their interactions on campus with same-race peers from different racial groups.</p>	<p>Accreditation Standard II.A.7</p> <p>Accreditation Standard IV.A.5</p>
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	<p>Additionally, they report their level of comfort in discussions with other students about issues related to race. 25% of white students felt moderately encouraged or completely encouraged about having conversations about race with students of color. 41% of students of color felt moderately encouraged or completely encouraged about having conversations about race with students of color.</p> <p>Key Goals In This Content Area: 1) Account for racial power dynamics within the institutional and geographic contexts in which cross-racial engagement (particularly conversations) take place, 2) Facilitate meaningful dialogues inside and outside of classroom discussion in which racially minoritized students' perspectives and experiences are also centered, and 3) Create an environment where conversations about race are considered healthy and important.</p> <p>In the NACCC survey, students are asked whether they feel calm, empowered, open and encouraged when engaging in conversation about race.</p> <p>The "Talk About Race" section shows the percentage of students who had conversations about the following racial topics with peers: "Black Lives Matter Movement" and "The Disproportional Impact of COVID-19 on People of Color."</p> <p>Results are possibly skewed because students were not on campus during the time, leaving less access to these conversations. Percentages increased when they were asked about students of color had these conversations. Recommendation Action Items include: a) Create Racial Dialogue Opportunities, b) Offer Racial Healing Circles, c) Engage Staff and Faculty, d) Engage the Whole Community, e) Provide Ongoing and Open Communication.</p> <p>Recommend that this be forwarded to faculty development coordinators and data coaches. This could be housed in other areas as we plan out the Fall Summit and could be something that we could incorporate. Carrying this all the way through will be important.</p> <p>The Student Equity Committee has agendized this for Fall. Chisa shared the idea of creating a healing circle for faculty and staff either separately or combined. Thinking about logistics for creating the space.</p> <p>It would be a good idea to have a data inquiry group. Also suggesting to formulate format of the survey to be progressive to eliminate random sample questions.</p> <p>Suggest to have this for flex day? Maybe include a student panel to provide some dialogue with interpretation of it. Something for faculty to take away. Student voices are important to this process. What recommendations do they have and want?</p>	
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		Patty will bring us back some guidance to the next meeting.	
6.0	2022-2025 Student Equity Plan template <ul style="list-style-type: none"> 2022-25 Student Equity Plan Template 	Workgroup convening scheduled this Friday, May 20. Patty will check if the data has been loaded in NOVA. Waiting to get targeted populations; RIE will work on this.	Accreditation Standard I.B.6 Accreditation Standard II.A.7 Accreditation Standard IV.A.5
7.0	California Acceleration Project: AB1705 Addresses Inequitable Implementation of AB705 (Audrey) <ul style="list-style-type: none"> AB 1705 Practitioner Support Letter AB 705 and AB 1705 Q&As AB 1705 Assembly Bill Amendments To Assembly Bill No. 1705 AB 1705 (Irwin) Fact Sheet AB 1705 (Irwin) Ensuring Equitable Placements Frequently Asked Questions 	<p>Audrey presented an Overview of AB 1705. By fall 2019, the College were to have implemented Multiple Measures and placement based on high school coursework grades and GPA. The purpose was to change the way we did assessment and placement using Multiple Measures, to really look at the under placement of students, and to increase the probability of student completion.</p> <p>Since the implementation, there have been several reports that have been critical of the way it has been implemented. The California Acceleration Project reported that 1 out of 5 colleges saw an uneven implementation of AB 705 and have continued to direct students into remedial courses, even though AB 705 prohibited this. They have also cited equity concerns, stating that although Black and Latinx students have had the largest gains from 2015 – 2019. The California Acceleration Project also did a report where they felt that equity gaps remain.</p> <p>The report states “As we dig further into uneven implementation of AB 705, we see significant racial inequities. Black and Latino students disproportionately attend colleges that have maintained large remedial math offerings, and colleges serving over 2,000 Black students are more than twice as likely to be weak implementers of AB 705.” “It is no surprise that the placement validation reports submitted by 114 colleges showed widespread disproportionate impact in transfer-level math completion for Black and Latino students enrolled in below-transfer level courses.” Implementation concerns (that are not clear in AB 705) include:</p> <ul style="list-style-type: none"> Chancellor’s Office continued to clarify implementation aspects that weren’t clearly stated/included in AB 705 CTE programs, certificate and A.A./A.S. degree programs don’t all require transfer level math (or English) <ul style="list-style-type: none"> Math 71 (Intermediate Algebra) is the math requirement for an AA/AS degree English 1A is the English requirement for an AA/AS degree 	Accreditation Standard II.C.5 Accreditation Standard II.C.7 Accreditation Standard IV.A.5



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		<ul style="list-style-type: none"> • Directive: transfer-level English and math CAN be used to meet certificate or graduation requirements • Directive: colleges should not offer non-transfer level English and math course offerings that students could voluntarily choose to enroll in (even if they were placed into transfer-level math and English) <p>AB 1705 allows pre-transfer level placement and enrollment in lieu of transfer-level course placement:</p> <ul style="list-style-type: none"> • If students in a certificate or associate degree program have specific requirements from the program's advisory or accrediting body that cannot be satisfied with transfer-level coursework • If research at the college level defines specific subgroups of students benefit from and make required progress after enrolling in pre-transfer level courses <p>AB 1705 also authorizes the Chancellor's Office to change a campus' placement policy or practice to ensure compliance with AB 705. Beginning July 1, 2024, they will publish the dashboard with data since 2015, showing student progression and completion of transfer-level English, math and ESL disaggregated by Age, Ethnicity, Gender, DSPS, EOPS, Umoja, Foster Youth, Veterans, (Puente/MESA).</p> <p><u>STEM, Math and AB 1705</u></p> <p>If colleges are using/requiring transfer-level preparatory courses (preparation for calculus), must verify students are unlikely to succeed in the first STEM calculus course without additional transfer-level preparation and that the additional course(s) will improve the student's persistence and completion of the second calculus course, if that second course is required. Verified by: July 1, 2025</p> <p>If unverifiable, college shall not recommend or require students to enroll in these courses after July 1, 2025 and shall notify students enrolled in these courses that they are optional and that they don't improve their chances of completing calculus in their STEM program.</p> <p><u>AB 1705 and Noncredit and Dual Enrollment</u></p> <ul style="list-style-type: none"> • "A community college shall not use noncredit coursework to circumvent the direct placement and enrollment of students into transfer-level coursework" 	
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		<ul style="list-style-type: none"> • Exceptions to transfer-level placement: <ul style="list-style-type: none"> ○ Students in a certificate program without English or math requirements ○ Students in adult education programs that have not completed high school or a GED ○ Current high school students in dual enrollment or taking courses not available in their local high school 	
8.0	AB 705 and New Math Department Options (Jimmy Tamayo)	<p>Jimmy Tamayo provided an update on the Math department and AB 705. The math department has done is created new flow charts for the next few years. There will be several curriculum changes in the next three academic years. Next year, they will be dropping pre transfer level classes and everything else will remain. 2024 business level course will change Math 140 to be an entry level course and adding a new Mathematical concepts for elementary school teacher with Cal Poly Pomona. 2024/2025 working on flow charts to update STEM area.</p> <p>Flow chart for next year --- STEM track is still the same</p> <p>23-24 --- adding in MATH 105; 140 becomes a standalone</p> <p>Adding a new corequisite for Math 120 (Math 12)</p> <p>24-25 – STEM track changes drastically – eliminating pre-calculus; will use new Math 135.</p> <p>Math 135 + Math 150 option would be open to all students or</p> <p>Math 170 would be open to all student (pre-calculus + trig)</p> <p>The idea is to find different ways to get students into Calculus so by splitting up pre-calculus, it will make it easier for students to access the calculus track</p>	<p>Accreditation Standard II.C.5</p> <p>Accreditation Standard II.C.7</p> <p>Accreditation Standard IV.A.5</p>
	Future Agenda Items		
	AB 963 (Andi Sims)		
	Zero Cost FAQs (Monika)		
	Next meeting dates: June 6		