

Mt. San Antonio College
Retention and Persistence Committee

Minutes

April 27, 2021

3:00pm – 4:30pm

Zoom Meeting

✓	Jeanne Marie Velickovic (Co-Chair)	✓	Julie Cortez		Jasmine McLeod	✓	Susan Wright
✓	Shiloh Blacksher (Co-Chair)	✓	Sun Ezzell	✓	Sara Mestas	✓	Vianey Arenas (Recorder)
✓	Haneen Alghita-Agular	✓	Hong Guo	✓	Gizelle Ponzillo		
✓	Daniel Berumen		LaTasha Hagler		Jaime Rodriguez (Guest)		
✓	David Beydler	✓	Lesley Johnson	✓	Carlos Santana		
✓	Elizabeth Casian		Tiffany Kuo (Guest)	✓	Ned Weidner		

Agenda Item	Discussion	Outcome
1. Welcome, Announcements and Approval of Minutes	The committee reviewed minutes.	April 13, 2021 minutes approved by committee. Click to view R&P Minutes 4.13.21
2. Presentation on School of Continuing Education (SCE) Research Plan Noncredit Impact on the Student-Centered Funding Formula	Lesley Johnson and Shannon Rider presented on a School of Continuing Education (SCE) report regarding noncredit impact on the student-centered funding formula. The report highlighted enrollment trends and retention in Summer and Fall 2019 and 2020. The first section of this report compares FTE's between Summer and Fall semesters. Programs such as High School Equivalency, High School Referral and Adult Diploma in SCE saw growth in headcount. In looking at students who transitioned from noncredit to credit, the following programs showed the highest level of transition High School Referral, Short Term Vocational Mirrored (STV), Vocational English as a Second Language (VESL), and Short Term Vocational Health. Lesley mentioned SCE plans for the future that include the following:	Committee members shared the following ideas in regards to School of Continuing Education (SCE) Research Plan Noncredit Impact on the Student Centered Funding Formula: <ul style="list-style-type: none"> • SCE does a fantastic job at taking a case management approach with their students. They help their students from beginning to end, in order to avoid sending students from one place to another. • The SCE is very separate from the main credit campus and students are fearful of going to the other side of campus. Help students feel that the credit side is their campus too. • More collaboration and integration between credit and noncredit programs. • Provide mentorship to noncredit students. Provide a buddy-mentorship, where students

	<ul style="list-style-type: none"> • Maintain a post-COVID level of at least 20% distance education offerings for noncredit programs - certain programs flourished in a distance-learning environment. • Improve and modify recruitment and outreach plans to retain and identify new SCE students' post-COVID (SOS, online interactive orientation, embedded support website update, marketing plan and campaign). A retention effort that SCE will undertake is to reach out to students via phone and ask them why they were unable to continue with their education. The intent is to have students re-enroll. • Guided by the SCE Equity Leadership workgroup, ensure that student voices are included across programs. SCE is committed to support all student and at looking at data where SCE can grow. • Establish processes with campus partners for adult education special admit and undocumented students for credit transition with the least amount of barriers. New legislation for adult basic students states that any student who is enrolled in an adult education program (ABE, High School Diploma or High School Equivalency) can also take credit classes for free, and would be consider a special admit. 	<p>that are credit or previous noncredit students can guide noncredit students to the credit side.</p> <ul style="list-style-type: none"> • Introduce noncredit students to credit professors • Are there any noncredit counselors that specialize in the transition from noncredit to credit in 9B? This would be useful • Putting a sign that welcomes noncredit students in 9B. This can potentially become the first point of entry for noncredit students • Example of a good model that merges both credit and noncredit is health careers • Hold 10 noncredit seats for an English 1A class and schedule it in building 30. This way, noncredit resources would be at the students' disposal • Connect with credit faculty and have a greet and meet, and have shared activities between noncredit and credit faculty and students • Encourage noncredit students to take credit courses, in order to improve their English language skills • Noncredit students can be hesitant to take credit classes due to their immigration status. We should assure them that this is not an issue
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Upcoming meeting date: May 11, 2021