



**Student Preparation, Equity and Achievement Council**  
 Online via Zoom  
 April 18, 2022 – Minutes

**Members [23]**

- |  |   |   |  |
|--|---|---|--|
| <input checked="" type="checkbox"/> Audrey Yamagata-Noji, Co-Chair | <input checked="" type="checkbox"/> Roger Ellis, 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 checked="" 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 type="checkbox"/> Francisco Dorame                          | <input type="checkbox"/>                                  | <input type="checkbox"/> Joshua Suchoza           | <input type="checkbox"/> Student Representative              |
| <b>Student Representatives:</b>                                    | <input type="checkbox"/> Martin Chau                      |   |  |

**Guests:**

| Item No. | Agenda Item  | Discussion   | Outcome   |
|----------|--|--|---|
| 1.0      | <b>Review Today's Agenda and Minutes:</b><br><a href="#">March 7, 2022</a> minutes   |  | Minutes moved, seconded, approved by the Council.<br><br>Accreditation Standard IV.A.7  |
| 2.0      | <b>Committee Meeting Minutes for Review and Approval</b>   |  |   |
| a.       | Student Equity – <a href="#">November 22</a> , <a href="#">March 14</a> and <a href="#">March 28</a> minutes received for acceptance | Bruce shared with the Council that the November 22 <sup>nd</sup> meeting focused on the fall semester wrap up and priority planning for Spring semester. Some agenda items from these meetings will come forward to SPEAC.<br>For the March 28 meeting, Bruce shared that the “Equity Champion Workgroups Update” consists of committee members that focused on what they wanted to champion and what could be done to have some real tangible efforts that would move not just equity, but DEISA, as a whole.<br>Workgroups focused on populations such as noncredit, older adults, Hispanic Latinx and Native Americans. | Minutes moved, seconded, accepted by the Council<br><br>Maridelle will remind committees to add accreditation standards to minutes<br><br>Accreditation Standard IV.A.7 |



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| b. | Assessment and Matriculation – <a href="#">December 8</a> and <a href="#">March 9</a> minutes received for acceptance | Chisa shared that Jimmy Tamayo from the Math department has been appointed as the co-chair until the end of semester. George shared that the committee has focused AB 705 and making sure we are compliant with regard to the data that we have on the website. The approach is student centered, relative on how to find information and how to put information out there. This is in regards to where students are going to be placed by default and how they can find information about placement.<br>Notation to correction to AQ will be moving forward.<br>Will be fully compliant, just need to change some things.  | Minutes moved, seconded, accepted by the Council.<br><br>Accreditation Standard IV.A.7 |
| c. | Retention and Persistence – <a href="#">November 23</a> and <a href="#">March 8</a> minutes received for acceptance   | Patty shared about the presentation led by committee member Susan Wright during the November 23 meeting on “Positive Psychology,” and how that relates to student outcomes. The committee also reviewed some SEAP data, so that the data is embedded in our Guided Pathways KPI dashboard.<br>For the first meeting in March, the committee went over AACC data. We have submitted data to AACC for the past 5 years. The data is compiled and available to be seen on the dashboard.<br>Audrey asked if the Guided Pathways AACC Dashboard is something that the Council should be aware of. Patty says that AACC has a very strict definition of “first time college student,” as “any student that had not earned college units.” This definition would then exclude dual enrollment and high school students earning college units.<br>Sara recommends that we should bring this presentation to SPEAC. Despite the narrow definition of what a first time freshman is, there are some exclusions, but the tables do a really good job of articulating equity gaps. | Minutes moved, seconded, accepted by the Council.<br><br>Accreditation Standard IV.A.7 |



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|           |  | <p>Invite Shiloh Blacksher to present the Guided Pathways AACC Dashboard to the Council.</p>  |   |
| <p>d.</p> | <p>Textbook and Materials – <a href="#">March 2</a> and <a href="#">March 17</a> minutes received for acceptance</p> | <p>Monica shared that during the March 2 meeting, the committee focused on the “Low Cost Icon,” that went through SPEAC, recently passed at Academic Senate and moving forward to AMAC.</p> <p>The committee is looking at ways to verify. Currently, we only have a “No Cost Icon,” which is required by law, but looking into ways to make it more accurate, because it is being implemented in different ways in different divisions.</p> <p>Allie Frickert and Lorilyn Isomura are working together on creating a unified form across divisions. Also looking at working with the bookstore because technically with the Higher Education Opportunity Act, all faculty are supposed to report their textbooks through the bookstore. We then can use a similar way that other campuses across the State do (where they feed the information from the bookstore into the schedule). Then, any class that is reported in the bookstore as being no cost would then show in the schedule. This is something being looked at into the future.</p> <p>Monica shared that the “Zero Cost FAQs” can be found here: <a href="https://www.mtsac.edu/governance/committees/timc/Zero_Cost_FAQs_4_7_2022.pdf">https://www.mtsac.edu/governance/committees/timc/Zero_Cost_FAQs_4_7_2022.pdf</a></p> <p>Do the FAQs need to go through SPEAC?<br/>Chisa says making the document available in minutes will suffice. Academic Senate can add this as an informational item to the agenda.</p> <p>What is the projected date? Monika says the hope is to implement by Fall 2022.</p> | <p>Minutes moved, seconded, accepted by the Council.</p> <p>Accreditation Standard IV.A.7</p> |



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|            |   | <p>Is this only Mt. SAC or can we use it for the CVC course exchange? Is this something that the CVC should be looking at? Monika will bring this up to Romelia Salinas in the library. “Inclusive Access” – found that the program may not be suitable for every department. Nice name for something that is “automatic billing.” Better to have opt-in system, rather than an opt-out system.<br/>Add “Inclusive Access” to future agenda for Monika to review further with the Council.</p>   |  |
|            | <p><b>Action Items</b></p>  |  |  |
| <p>3.0</p> | <p><a href="#">AP 4225 Course Repetition and Withdrawals</a><br/>(Francisco &amp; George)</p> | <p>George presented changes to AP 4225 to the Council. Counseling was lobbying for grade alleviation, asking for the ability to repeat a course at another institution. If the student took the course at another institution, the student can use the passing grade at Mt. San Antonio College.<br/>Audrey shared that the notations on the transcript are standard. Each institution sets their own policy. Some institutions will not accept it. Sara says that it benefits the student with this notation in AP 4225.</p> <p>Changes/Additions:<br/><b><u>Grade Alleviation with Course Repetition from Other Accredited Colleges/Universities</u></b><br/><b><u>In an effort to facilitate student completion, a student may use a passing grade in an equivalent course from an accredited college or university to alleviate an earned substandard grade at Mt. San Antonio College. As a result, the repeated course(s) will be excluded from the calculation of passed hours, earned hours, GPA hours, quality points, and GPA on the Mt. SAC transcript.</u></b></p> | <p>AP 4225 moved, seconded, approved by the Council.</p> <p>Maridelle will make changes into OnBase and forward to Academic Senate.</p> <p>Accreditation Standard I.C.2<br/>Accreditation Standard I.C.5<br/>Accreditation Standard II.C.6<br/>Accreditation Standard IV.A.7</p> |



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**Grade Alleviation with Course Repetition from Other Accredited Colleges/Universities can be completed as follows:**

1. **Students must submit official transcripts from colleges and/or universities where the course was repeated to the Office of Admissions and Records.**
2. **Students should contact Counseling or the appropriate academic department to determine if equivalency has been established before submitting their petition.**
3. **If no course equivalency has been established, a Request for Variance or Credit for Equivalent Course must be submitted. The equivalencies for courses within disciplines taught at Mt. San Antonio College shall be determined by discipline faculty and certified by their department.**
4. **Students requesting grade alleviation with course repetition from other accredited colleges/universities must submit a *Petition for Grade Alleviation with External Course Repetition* to the Office of Admissions and Records.**
5. **Once the Admissions and Records Office processes the form(s), the transcript will be updated, and the student will be notified of such action.**

**Annotations on Student's Academic Record**

**To ensure a true and complete academic history, grades alleviated via Grade Alleviation with Course Repetition from Other Accredited Colleges/Universities will not be removed from the student's academic record. Instead, a student's**



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permanent academic record will be annotated such that all course work that has been taken and forgiven or repeated will remain legible, ensuring a true and complete academic history. These changes will not affect prior notations of academic standing, academic probation, or dismissal.

Mt. San Antonio College does not guarantee that Grade Alleviation with Course Repetition from Other Accredited Colleges/Universities be honored by institutions outside of the District. This determination will be made by the transfer institution.

Courses previously academic renewed or not deemed equivalent will not be granted Grade Alleviation with Course Repetition. Coursework to be alleviated cannot be used in awarding of a degree, certificate, or transfer certification.

Added additional "Evaluative symbols":  
Previous edits have not been approved. All edits will move forward to Academic Senate.

EVALUATIVE SYMBOLS



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| <u>Symbol</u> | <u>Definition</u>   | <u>Grade Point</u>  |
|---------------|---|---|
| <u>A</u>      | <u>Excellent</u>  | <u>4.0</u>  |
| <u>B</u>      | <u>Good</u>   | <u>3.0</u>  |
| <u>C</u>      | <u>Satisfactory</u>   | <u>2.0</u>  |
| <u>D</u>      | <u>Less than Satisfactory</u>   | <u>1.0</u>  |
| <u>DV</u>     | <u>Less than Satisfactory<br/>Earned during COVID-19<br/>pandemic</u> | <u>1.0</u>  |
| <u>F</u>      | <u>Failing</u>  | <u>0.0</u>  |
| <u>FV</u>     | <u>Failing<br/>Earned during the COVID-19<br/>pandemic</u>            | <u>0.0</u>  |
| <u>P</u>      | <u>Passing (at least<br/>Satisfactory)</u>                            | <u>Units Awarded Not<br/>Counted in GPA<br/>Used in Noncredit<br/>Courses<br/>OR<br/>Used in Credit and<br/>Noncredit Courses</u> |
| <u>NP</u>     | <u>No Pass (less than<br/>Satisfactory or Failing)</u>                | <u>Units Not Counted in<br/>GPA<br/><br/>Used in Noncredit<br/>Courses<br/>OR<br/>Used in Credit and<br/>Noncredit Courses</u>    |



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|-----|---|--|--|---|--|
|     |   | <u>NPV</u>   | <u>No Pass (less than Satisfactory or Failing) Earned during COVID-19 pandemic</u> | <u>Units Not Counted in GPA</u><br><br><u>Used in Noncredit Courses</u><br><u>OR</u><br><u>Used in Credit and Noncredit Courses</u> |  |
|     |   | <u>SP</u>  | <u>Satisfactory Progress (satisfactory progress towards completion of course)</u>  | <u>Noncredit Courses Only</u>   |  |
|     |   | <u>CR</u>  | <u>Passing (at least Satisfactory)</u>   | <u>Units Awarded Not Counted in GPA</u>   |  |
|     |   | <u>NC</u>  | <u>No Pass (less than Satisfactory or Failing)</u>                                 | <u>Units Not Counted in <del>the</del> GPA</u>  |  |
|     |   | <u>WF</u>  | <u>Withdrew Failing</u>  | <u>0.0</u>  |  |
| 4.0 | Student Equity Committee Report and Recommendations on Native American Initiatives (Bruce) <ul style="list-style-type: none"> <li>• <a href="#">Native American Initiatives Report and Recommendations</a></li> <li>• <a href="#">Native American Initiatives Race/Ethnicity Reporting</a></li> </ul> | <p>Bruce shared the Student Equity Committee Report and Recommendations on Native American Initiatives with the Council. There were a lot of moving parts with this Native American Initiatives.</p> <p>The research presentations show that students will only be marked as Native American if they, in fact, choose that option only. At the very bottom of the data, students filled in the provided space indicating that they belonged to all the tribes represented on campus; however, this data does not show if it is viewed only using the traditional method of data collection.</p> <p>Bruce presented the 12 recommendations from Native American leaders and students. This is continued work that has already begun on Native American Studies degree. Recommendations:</p> |  |   | <p>Native American Initiative Report and Recommendations received by the Council.</p> <p>Will move this forward to Academic Senate, who will pass the recommendations on to the appropriate areas.</p> <p>Accreditation Standard I.B.6<br/>         Accreditation Standard II.A.7<br/>         Accreditation Standard IV.A.5</p> |





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1. Continue on the work that has already begun on a Native American Studies Degree. Coursework should include, among other subjects, Native American religious traditions, as well as socio-cultural traditions in which non-binary gender identification are celebrated. Courses already exist on campus in Anthropology, Art History and History that could be appropriately included in this degree. A Native American Studies Degree could transfer to local universities and would indicate that Mt. SAC finds this a valued degree choice attracting future Native American Students.
2. A dedicated Native American Center, with staffing, no later than Summer Session 2022. This center should eventually be housed in the Student Service building that is under construction. This center is necessary to ensure that Native Americans are visible, respected and have a safe place to gather and collaborate. The center could include a museum dedicated to the Tongva and other Native American Peoples and leaders, both past and present. The center should not be combined with another group's center—it should be dedicated solely to the Native American population.
3. Greater intentionality in counting Native American students at Mt. SAC.
4. A mascot change from Joe Mountie, seen as offensive by Native People, to one that might represent symbols or traditions sacred to the Tongva Peoples.
5. Native American artwork displayed on campus. This would include murals, sculptures, fountains, among other work, representing Native American traditions. This is another way Native people can gain visibility.



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6. A dedicated outdoor area should be available for ceremonial purposes, such as song circles and Native American Graduation rituals, planted with native vegetation. This space might also include a replica of the Tongva home site like that which was originally situated on the land currently utilized by Mt. SAC.
7. A dedicated botanical garden planted with plants that were/are utilized by Native Americans. There would be plaques educating the public as to the use of the plants.
8. Kinesiology courses for sports traditionally played by Native Americans, including lacrosse and archery.
9. An increase in material in the Mt. SAC library written by Indigenous authors, and about Indigenous Peoples.
10. The addition of Native American languages to course offerings in the World Languages Department.
11. Other ways visibility could be increased include having posters and other media placed in public areas, such as the Mountie Café, recognizing (and educating people of) Tongva and other Native American leaders, both past and present.

The Council recommends that the Student Equity Committee can forward specific things to appropriate areas.

With the programmatic things, the center can move forward with it.

Chisa asked what the individuals, who were making the recommendations, expecting the Senate's ability to support. Senate can only support certain recommendations to an extent and would need the support of other departments. Many of these recommendations were already moving forward, behind the scenes. A lot of it has already been done in the collaborative. For ex., there were at least three Native American languages in the process provided by language



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|            |  | <p>department and the Kinesiology department is working on implementing lacrosse and archery.<br/>         We will continue to operationalize other recommendations then pass to appropriate areas.<br/>         The new Student Services Center will have the Native American Center.</p>   |   |
|            | <p><b>Discussion/Informational Items</b></p>   |  |   |
| <p>5.0</p> | <p>2022-2025 Student Equity Plan template update</p> <ul style="list-style-type: none"> <li>• <a href="#">2022-25 Student Equity Plan Template</a></li> <li>• <a href="#">Student Equity Plan 2022-2025 Webinar</a></li> </ul> | <p>Audrey presented the 2022-25 Student Equity Plan template with the Council.<br/>         Bruce and Eric attended the Student Equity Plan webinar. Bruce shared that we are able to show proof of intentionality and that there is 2019 data of student input that could be used as part of the equity plan to show proof of intentionality. Patty shared that there was the Equity Alliance group came with a student survey and a faculty staff survey. Results from the survey is a 50pg document, with every question asked along with endorsement rates. Patty will forward to Audrey. Each section of the template are as follows:</p> <p><u>Assurances</u></p> <ul style="list-style-type: none"> <li>• <i>Race Consciousness in Equity Plan Development</i> (2,500 character max)</li> </ul> <p><u>Contacts</u></p> <ul style="list-style-type: none"> <li>• Required contacts include: Project Lead (College Equity Lead is recommended), Alternate Project Lead, Chancellor/President, Chief Business Officer, Chief Instructional Officer, Chief Student Services Officer, Academic Senate President, Guided Pathways Coordinator/Lead</li> </ul> <p><u>Equity Plan Reflection</u> – if we want statistical research, will need to rely on the Research department.</p> <ul style="list-style-type: none"> <li>• <i>Key Initiatives/Projects/Activities</i>: Summarize the key initiatives/projects/activities that supported student equity</li> </ul> | <p>Maridelle will setup an initial meeting for the Student Equity Plan workgroup. Will work with Patty and team will give us an update on what is provided in NOVA. Next webinar is April 28<sup>th</sup> for RIE and May 9<sup>th</sup> Introduction for planners. Bruce will email information and Maridelle will forward to the workgroup.</p> <p>Accreditation Standard I.B.6<br/>         Accreditation Standard II.A.7<br/>         Accreditation Standard IV.A.5</p> |



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|  |  | <p>at your institution across all areas of the college in 2019-22. (2,500 character max)</p> <ul style="list-style-type: none"> <li>• <i>Evidence of Decreased Disproportionate Impact:</i> How do you know these initiatives/projects/activities decreased disproportionate impact? (2,500 character max)</li> <li>• <i>2022-25 Planning Efforts:</i> Briefly summarize how the 2019-22 student equity plan cycle informed your planning efforts for 2022-25? (2,500 character max)</li> <li>• <i>Pandemic Acknowledgement:</i> Using the checkboxes provided, please describe the ways in which the Pandemic affected you 2019-22 equity efforts. You have the space to provide an explanation in narrative form for any of the options you selected above. (2,500 character max)       <ul style="list-style-type: none"> <li><input type="checkbox"/> Interrupted Work Fully</li> <li><input type="checkbox"/> Catalyzed Work</li> <li><input type="checkbox"/> Delayed Work</li> </ul> </li> <li>• <i>Link to Executive Summary</i><br/>         Help Text: Please share the hyperlink to your college's Executive Summary. Per Ed Code 78220, this Executive Summary must include, at a minimum:         <ul style="list-style-type: none"> <li>• The initiatives that the community college or district will undertake to achieve these goals</li> <li>• The resources that have been budgeted for that purpose</li> <li>• The community college district official to contact for further information</li> <li>• A detailed accounting of intended funding</li> </ul> </li> <li>• <i>Assessment of the progress made in achieving identified goals</i></li> </ul> <p><u>Student Population Experiencing Disproportionate Impact</u></p> <ul style="list-style-type: none"> <li>• Select the main student population identified as experiencing disproportionate impact and which metrics you will report on (minimum of 1, maximum of 5). You may add additional populations after completing the</li> </ul> |
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|  |  | <p>metric fields for your most impacted student population. You must address at least one student population per metric in order to submit your plan in NOVA</p> <p>The following sections must be completed for each Metric (Successful Enrollment, Completed Transfer-Level Math &amp; English, Retention from Primary Term to Secondary Term, Completion, Transfer):<br/><u>Choice of Population Experiencing the Most Significant Disproportionate Impact</u></p> <p><u>Target Outcomes for 2022-25</u>, or what we hope to accomplish and to have them quantifiable.</p> <p><u>Structural Evaluation</u>: pick the one we want to work on (instruction, student services, business services, other) Bruce shared that we are supposed to look at it holistically; but for the specific report, universal lens.</p> <ul style="list-style-type: none"><li>• What is the college's current process/policy/practice/culture that impedes equitable outcomes for this population? (2,500 character max)</li><li>• Structure Evaluation: Ideal Structure: Based on your analysis of the current process, policy, practice, and/or culture that impedes equitable outcomes for the student population selected for this metric, please use this opportunity to envision and detail a more ideal structure. What structural changes would be necessary to make to transform this process, policy, practice, or culture toward a more equity-minded one? (Select all that apply)</li></ul> <p><input type="checkbox"/> Instruction<br/><input type="checkbox"/> Student Services<br/><input type="checkbox"/> Business Services<br/><input type="checkbox"/> Other</p> |  |
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|  |  | <ul style="list-style-type: none"> <li>• What equity-minded process/policy/practice/culture would facilitate a shift to equitable outcomes for this population? (2,500 character max)</li> </ul> <p><u>Planning and Action:</u> looking institutionally on the group that we're targeting</p> <ul style="list-style-type: none"> <li>• Intended Audience/Recipient: Select the intended audience/recipient of the process/policy/practice/culture change. Which constituent group(s) will be the beneficiary of these structural changes?           <ul style="list-style-type: none"> <li><input type="checkbox"/> Administrator</li> <li><input type="checkbox"/> Faculty</li> <li><input type="checkbox"/> Classified Staff</li> <li><input type="checkbox"/> Partner (K12, Transfer, other)</li> <li><input type="checkbox"/> Students</li> </ul> </li> </ul> <p><u>Support Needed:</u> The Chancellor's Office and its partners are committed to providing programs and support to help colleges identify friction points in student journeys and fundamentally redesign them with the student in mind. Which supports among the options listed can the Chancellor's Office provide to assist in reaching your ideal structure for this population and metric?</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Field Guidance &amp; Implementation</li> <li><input type="checkbox"/> Technical Assistance/Professional Development</li> <li><input type="checkbox"/> Data &amp; Research</li> <li><input type="checkbox"/> Policy &amp; Regulatory Actions</li> <li><input type="checkbox"/> Technology Investments &amp; Tools</li> <li><input type="checkbox"/> Pilots &amp; Building Communities of Practice</li> </ul> <ul style="list-style-type: none"> <li>• Description of Support Needed Help Text: You may use the space to explain your selections. (2,500 character max)</li> </ul> |  |
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### Student Support Integration Survey (Optional)

Sara shared that they are not able to answer to equity gaps within the report with the Guided Pathways framework. Sara explains that there was a collision of all, they're unable to use the language because the scale of adoption is not written in a way to speak to closing equity gaps in order to properly articulate the progress.

Metrics are the same as the last plan. Will need to look at how best to look on this.

Bruce shared that during the webinar that he and Eric Lara attended, the "Other (Add Population)" is for colleges who have a large population of a certain population that is not listed, and they can list it here. This is as an attempt to have accurate reflection of what is occurring at your community college/district.

Reality is that, unless we come up with something, the faculty may not be deeply involved in this because of the timeline. Should a shared governance aspect be offered? Currently the heavy lifting will be done by managers and research.

Chisa says that much of it is reporting and not planning. It should start with the data. This should be open to the Student Equity committee providing some recommendations.

Very important that Student Equity Committee and SPEAC be involved in defining what the priorities are. Suggests that we should maybe have a smaller group meet and discuss how to approach. Would need Student Equity Committee and RIE (Patty).

Audrey shares that on the one hand, the approach is good, but needs to be data informed. Some of this institutionally



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|     |   | <p>looking at process and policies to see what is not working and needs to be addressed.</p> <p>Workgroup consist of Student Equity Committee and SPEAC representatives to start discussions.</p> <p>Can start the discussion now, but will likely go into the summer to have a sense of what needs to be focused on.</p> <p>The Student Equity Plan is dependent on the NOVA data; however, data didn't change so much. The Chancellor's Office went from not providing any direction to providing a lot, at the sake of missing on how we need to work with all student groups.</p> <p>Noncredit students: is this population included? Patty says no; but we may be able to include as a population this data in the report.</p> <p>SPEAC volunteers for working group ---- Bruce, Sara, Patty, Donna, Michelle, Monika, Briseida, John, Esteban, George B, Eric and Jaime from SEC</p> |                                  |
| 6.0 | <p>California Acceleration Project: <a href="#">AB1705</a><br/> <a href="#">Addresses Inequitable Implementation of AB705</a></p> <ul style="list-style-type: none"> <li>• <a href="#">AB 1705 Practitioner Support Letter</a></li> <li>• <a href="#">AB 705 and AB 1705 Q&amp;As</a></li> </ul>              |  | Carried over to the next meeting |
|     | <b>Future Agenda Items</b>  |  |                                  |
|     | <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 &amp; Madelyn to provide update in the Spring)</p> <p><a href="#">Clean Copy – PAC approved 09.22.2021</a></p> |  |                                  |
|     | AB 705 Survey Questionnaire   |  |                                  |
|     |   |  |                                  |





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| Next <u>meeting dates</u> : April 18, May 2, May 16,<br>June 6 |  |  |
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