



Student Preparation, Equity and Achievement Council
 Online via Zoom
 November 1, 2021 – Minutes

Members [23]

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

Guests:

Item No.	Agenda Item	Discussion	Outcome
1.0	Review Today's Agenda and Minutes: October 18, 2021 minutes	Revised 8.0 strike after "process" Revise Attendance – add Bruce and Patricia	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 – October 11 minutes received for acceptance	Item 3.0 & 4.0: Spent most of the meeting time going over the committee's 2021-22 Purpose & Function statement and Goals & Accomplishments. Item 5.0: The committee finalized the Equity Champion Workgroups and will have further update in the next set of meeting minutes. Item 6.0: Dr. Proudfit is scheduled to speak on November 16 th , as part of the Equity Speaker Series, about the current state of Native American individuals in the region and bring awareness to Mt. SAC campus community. This event is being co-sponsored by the Equity Center, the Student Equity Committee and the Native American Inter-Tribal Student Alliance (NAISA). Item 8.0: Eric and Jaime shared the Laptop Loaner Program Infographic flyer to the committee.	October 11 Minutes moved, seconded and accepted Accreditation Standard IV.A.7



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b.	Assessment and Matriculation – October 13 minutes received for acceptance	David shared that the committee spent most of the meeting time working on the Purpose & Function statement and Goals & Accomplishments. Maria Tsai reviewed AQ2 reports and placement distribution with the committee.	October 13 Minutes moved, seconded and accepted by the Council. Accreditation Standard IV.A.7
c.	Retention and Persistence – October 12 minutes received for acceptance	David shared that two new members were added to the committee: Marcell Gilmore (RIE) and Beatriz Rivas (student representative). A majority of the meeting time focused on Marcell’s “Students’ Voices Report,” which helped to identify roadblocks that students are facing in their classes (especially online vs. in-person roadblocks) and the strategies for what could be done. During this meeting, Patty shared an idea of a long-term study, which led to a conversation to follow a cohort of students throughout their years at Mt. SAC, collecting all of these experiences along the way (both quantitative and qualitative). This idea will be discussed further at a future meeting. David shared a project that Krysten DeWilde from the math department has taken on and implemented. Math faculty give details about their class structure(s), which are then posted on their faculty profile webpages before registration for that term starts. This can give students a heads up of what the class is like, so they can make better registration decisions.	October 12 Minutes moved, seconded and accepted by the Council. Accreditation Standard IV.A.7
d.	Textbook and Materials – no minutes received for acceptance		
Action Items			
3.0	Retention and Persistence <ul style="list-style-type: none"> • Goals and Accomplishments 	The committee did an exercise reviewing the committee goals for the year. Three out of the six goals really hit on all six college-wide goals.	The Council approved the Retention and Persistence Committee’s Goals and Accomplishments. Accreditation Standard IV.A.2



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			This will be forwarded to the President's office and Academic Senate simultaneously.
4.0	<p>Textbook and Materials Committee</p> <ul style="list-style-type: none"> • Purpose and Function statement • Goals and Accomplishments 	<p>Purpose</p> <ul style="list-style-type: none"> • Added abbreviation in the first sentence (TIMC) • “The purpose of the TIMC textbook and Instructional Materials Committee is to recommend and promote equitable practices involving the adoption of textbooks and instructional materials such as: including but not limited to, issues related to standards set by Section 508 of the Rehabilitation Act of 1973 (relating to accessibility),...” <p>Function</p> <ul style="list-style-type: none"> • Added “staff” to #3 • Added #5: <u>“Serve as an ongoing campus resource for faculty, staff, and students on other related topics and issues.”</u> <p>Monika shared that the committee’s goals are similar to last year’s goals.</p>	<p>The Council approved the Textbook and Materials purpose and function statement.</p> <p>The Council approved the Textbook and Materials goals and accomplishments.</p> <p>Both documents will be forwarded to the President’s office and Academic Senate simultaneously.</p> <p>Accreditation Standard IV.A.2</p>
5.0	<p>AP 4240 Academic Renewal: review President’s request for additional language (brief update from subcommittee: Chisa, George, Francisco, Bruce, Lupita, Sara)</p> <ul style="list-style-type: none"> • AP 4240 Academic Renewal • AP 4225 Course Repetition & Withdrawals 		<p>Carried over to the December 6th meeting</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>



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6.0	<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)</p> <ul style="list-style-type: none"> • Clean Copy – PAC approved 09.22.2021 		<p>Madelyn and George will continue working on AP 5055 and bring this back to the Council.</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>
7.0	<p>EdSource Article “California community colleges unable to justify placing students in remedial classes, study finds” (David)</p>	<p>David wanted to bring this article to the Council, especially as it relates to the AB 705 Joint Meeting on November 15th. The California Acceleration Project put out a report stating that colleges should not be enrolling students in any remedial courses. <i>“Among the requests made by public advocates was to change a line in the regulation that says colleges shall not ‘authorize placement’ of students in remedial classes. Instead, the firm asked the board to change that line to say colleges shouldn’t ‘authorize the enrollment’ of students in those classes.”</i></p> <p><i>“The chancellor’s office, however, has declined to suggest that or other amendments to the board, said Marc LeForestier, general counsel for the chancellor’s office, in a letter to the law firm last month.”</i></p> <p>This is a critical point. We offer courses to the students below transfer and that is what the Chancellor’s Office sees as a problem.</p> <p>What research do we need to provide evidence that we support our students? Some Mt. SAC Math and English faculty believe that the classes they are providing are essential to their students. However, the goalpost is throughput and throwing more students at the transfer-level increases throughput. It is difficult to show through research why we think it is important to have options available.</p>	<p>Accreditation Standard II.C.5 Accreditation Standard II.C.7 Accreditation Standard IV.A.5</p>



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		<p>Many of the articles focus on success rates. Have we noticed any difference in retention rates? Students could be enrolling in higher-level classes, but do not complete the class. This would speak to the need for offering more options. Offer more options and have more student testimonials and qualitative data.</p> <p>They enroll in these because they are not successful in the higher-level courses.</p> <p>Patty said we can take a look at the data and what is happening with those students who are taking one-level below, compared to those students who are enrolling directly into transfer-level courses.</p> <p>Lance shared that the article is based on an agenda, stating that students taking a lower-level course do so because we either manipulated their selection into that choice or we neglected to communicate to them. We need to be aware that those who support the position in this article will see any move in that direction as a failure. Uphill battle to do two things at once: take the courses and pass it. If they don't pass it, we have to do something completely different from what we've done in the past, which is to let them take one of those courses.</p> <p>George: The "finish line" is transfer-level success within one year, not retention, persistence, or enrollment in the next level.</p> <p>John: AB 705 does not take into account that Mt. SAC prepares them into a career. Not considering Educational goals when measuring CCs compliance.</p> <p>This is why this is a good idea to get together as a whole on November 15th.</p>	
8.0	<p>AB 705 Implementation and Planning Meeting – proposed joint meeting with Student Equity Committee, Assessment & Matriculation Committee and Retention & Persistence Committee (November 1st)</p> <p>References:</p>	<p>Goals:</p> <ul style="list-style-type: none"> • Come up with a research model that we would like to use internally. • We need to feel as a campus that we know how we are doing. • What are the gaps? 	<p>Provide to the Council what was submitted to the Chancellor's Office.</p> <p>Accreditation Standard II.C.5</p>



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<ul style="list-style-type: none"> • PPIC: A New Era of Student Access at California's Community Colleges • RP Group: Enrollment & Success in Transfer-Level English & Math for Special Populations • CAP: Still Getting There: How California's AB 705 is (and is not) Transforming Community College Remediation and What Needs to Come Next • RP Group: Maximizing Math Throughput of Students Who Did Not Complete Algebra 2 in High School • PPIC Report on AB 705/Multiple Measures -- Interventions • Equitable Placement: Implementation and Evaluation of AB 705 • AB 1805 Submission and Equitable Placement Webinar Summaries 	<ul style="list-style-type: none"> • Know that we are following the law. • What's the difference between recommended placement, enrollment, and throughput? • How should we go about studying more about where our gaps are as a campus? <p>Lance said that the Council's homework is to look over the articles listed. The PPIC article has some very interesting comments. <i>"In addition, many colleges restricted detailed placement information only to students with a student identification number. The vast majority of colleges that used an online portal to self-report data, a student was required to sign on to the student portal to learn more about multiple measures or guided self-placement (over 75% across placement systems and disciplines). This included but was not limited to the opportunity to self-report placement data, to access the self-assessments of academic/study skills and sample assignments or problems, and to receive placements. This suggests that at these institutions a prospective student is unable to make an informed decision about whether or not to apply and enroll at a given college based on that institution's placement policies and their likelihood of accessing transfer-level math and English courses. The lack of transparency likely affects students' chances."</i></p> <p>John: Separate out in the data the student population that comes here expressly to transfer from those that don't.</p> <p>George: The problem is that students often will respond one way on the application and quickly decide something else based on their course-taking patterns--hereby calling the veracity of those initial statements into question.</p> <p>David: The trouble is every time we look at research, the students are self-selecting. Hard to know if students are choosing because they find these courses more challenging. Is this the bar that is set for students?</p>	<p>Accreditation Standard II.C.7 Accreditation Standard IV.A.5</p>
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How do we measure whether the pre-transfer level or corequisites courses are even helping them if they are self-selecting?

John: The data could be collated and refined during a given student's career at Mt. SAC. It could well be that a student enters our institution to transfer out to a 4-year college, then decides to go into a trade. It could also be that a student comes in to take one or two classes, and then decides to continue on to a 4-year college to pursue a higher degree. A big part of the AB 705 problem seems to be that the state is trying to tackle a rather complex issue using the easiest "single" data point possible.

At the end of the joint meeting, we want to come up with some direction on what we think is the best thing to do and how we are going about that.

What strategies are we putting in place, other than corequisite classes?

How to improve messaging and having better communication?

Focus on why the students chose their choices. What other information do we need to improve or add to AQ to guide the students to making a better choice?

Could we survey Math 71 students? David said that there may be informal surveys, but there is also the Fall AQ survey. Before, more students were taking it. The students who are taking Math 71 for associate degree, is this necessarily the right course for them?

If Math 71 does go away, what would the preferred transfer-level course be? How can we clarify our messaging to students?

For our meeting:

- Send articles in advance
- Can ask some to summarize the articles

For discussion and recommendations:

Bruce says SEC approach:

- Were disproportionately gaps closed in model? Would like to look at it in this perspective.



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		<ul style="list-style-type: none"> • Look, potentially, at the RP Group’s model (work with Maria and Patty) <ul style="list-style-type: none"> ○ What should we be collecting? What should we be looking at internally? What are the gaps and what do we do about it? What are the different support structures that we need to be putting into place? <p>Meeting Format:</p> <ul style="list-style-type: none"> • Separate out the statewide approach and the articles to what we want to work on for ourselves. Focus on the latter – what else can we do? • Have student speakers? • Have breakout groups? Have their committees work on next steps. Have homework assignments for the committees. <p>How to structure this?</p> <ul style="list-style-type: none"> • How will your committee address this? • What metrics do you need? • What role can your committee play to help address this? • What specific recommendations do you have for your committee, college wide, other groups? 	
	Presentations/Informational Items		
	Future Agenda Items		
	Administrative Procedure – Student preferred names (Fall 2021)		
	Next meeting dates: November 15, December 6, March 7, March 21, April 4, April 18, May 2, May 16, June 6		