**Members [18]**

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|  | Audrey Yamagata-Noji, Co-Chair |  | Lance Heard, Co-Chair |  |  |  |  |
|  | Madelyn Arballo |  | Francisco Dorame |  | Matt Munro |  | Ned Weidner |
|  | David Beydler |  | Michelle Dougherty |  | Donna Necke |  |  |
|  | George Bradshaw |  | Matt Judd |  | Bruce Nixon |  |  |
|  | Guadalupe De La Cruz |  | Sara Mestas |  | Chisa Uyeki |  |  |
| **Student Representatives:** | |  | Jacob Duarte |  | Shailah Arreola-Bittner |  | Sophia Ruiz |

**Guests: Eric Lara, Jaime Rodriguez, Eloise Reyes, Koji Uesugi, Pauline Swartz, Grace Hanson, Haneen Alghita-Aguilar**

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| **Item No.** |  | **Agenda Item** | **Discussion** | **Outcome** |
| 1.0 | ***2:00pm-2:10pm*** | **Review Today’s Agenda and Minutes:**  [**May 18, 2020**](https://mtsac0-my.sharepoint.com/:w:/g/personal/macero7_mtsac_edu/EfINR8HdmchNnaOfujPh424BCIk5wSYuUSFlJIrQ6HurQw) |  | May 18, 2020 minutes were approved  Accreditation Standard IV.A.7 |
| 2.0 | ***2:10pm-2:20pm*** | **Committee Meeting Minutes for Review and Approval** |  |  |
| a. |  | Student Equity – no minutes for acceptance |  |  |
| b. |  | Assessment and Matriculation – [**May 13 minutes**](https://mtsac0-my.sharepoint.com/:b:/g/personal/macero7_mtsac_edu/EbQkmUkaG7xNrWFguK4FCyEBYexzW37fIdMkyxCjaSFcvw)  for acceptance |  | Accepted minutes of May 13  Accreditation Standard IV.A.7 |
| 3.0 | ***2:20pm-2:40pm*** | [**2019-20 Committee Goals & Progress Report**](https://mtsac0-my.sharepoint.com/:w:/g/personal/macero7_mtsac_edu/EQQLpiY9Fu5Ni5VEkgLIL0MBtwHQpToLLA8ZLiRbFV1-SQ)– Council will report accomplishments due to the President’s office by June 1st | Suggest a further follow up on the completed status for the APs with the Academic Senate and moving forward to PAC/BOT (Goal #5) |  |
| 4.0 | ***2:40pm-3:00pm*** | [**AQ2 Completers report**](https://mtsac0-my.sharepoint.com/:b:/g/personal/macero7_mtsac_edu/EWijRS7WnjxBieh6hOam3RwB98CjwiQPItwNmiqCZKOu1Q)  *Maria Tsai will provide further details of this report to the Council* | Maria developed a report:  English 1A:   * More females taking stand alone than coreq; more Latinx taking coreqs, younger students tend to be enrolling in 1A/1A+coreq * 66% are first time students (starting summer or fall 2019)   Math:   * Very little difference in gender, ethnicity in terms of enrollment; slightly older in age than in English * 41% are first time students (starting summer or fall 2019)   AQ2 Takers:   * African Americans and Latinx students have a lower reported HS GPA * If HS GPA is below 2.6, they are recommended to take a coreq * Latinx students tend to take coreqs due to lower GPA – following the placement recommendation * More Latinx students are enrolling in learning communities courses than African Americans * More students enrolling in transfer level math did NOT take the AQ2 to place into transfer level math (41% with coreq; 44% no coreq). * No attempt at advanced math in HS and didn’t enroll in corequisite: 75% African Americans; 62% Latinx   Requests from Council Members:   * Would like to have percentages compared to the overall percentage in the college (i.e., comparing the % by gender and ethnicity completing AQ and enrolling compared to the % by gender and ethnicity enrolled at the college) | Future research:   * Analyze trend for students to delay enrolling in math * Need to continue to analyze all data related to ethnicity, gender and age * Look at enrollment patterns after completing the AQ * Look at enrollment patterns – who is enrolling as a function of how they were eligible to enroll (prior testing or current AQ testing)   Accreditation Standard II.C.5  Accreditation Standard II.C.7  Accreditation Standard IV.A.7 |
| 5.0 | ***3:00pm-3:20pm*** | Recommendation for students directed to take English Writing Placement Test (David)  [**English and Reading Placement Guidelines for Counselors**](https://mtsac0-my.sharepoint.com/:b:/g/personal/macero7_mtsac_edu/EcPiuDaL7qpKilPswsSlQHsBu6uHSdidk3TtmvewBCQ0xw) | David presented  “SEE COUNSELOR” message:   * In seeing a counselor, review their “Contact AmLa” and refer to AmLa * Others: assist students in self-assessing their English writing abilities. Counselors are using the “Writing Ability Student Self-Assessment” tool – there are 4 options (A-D). A and B options are AmLa referrals. * The AQ Administrative Form is used to make the placement   READ   * There is a College Reading Guided Self-Placement Tool. | Accreditation Standard II.C.5  Accreditation Standard II.C.7  Accreditation Standard IV.A.7 |
| 6.0 | ***3:20pm-3:40pm*** | [**Student Equity Research Action Plan**](https://mtsac0-my.sharepoint.com/:b:/g/personal/macero7_mtsac_edu/ETxJ2N7mCKBPmxoETWdpZpwBfOEJY0riqgay2bj0cWkn7A) – Eric Lara and Jaime Rodriguez to share with the Council | Jaime and Eric presented the “Student Equity Research Action Plan.”   * Cultivating a culture of equity-mindedness that goes beyond the Student Equity Plan * A roadmap of research and research projects that can be made readily available to the campus * Assisting services, programs, instruction, experiences to provide equitable opportunities and outcomes for students. * Are we moving the needle and are we making a difference? Student equity focused; holistic; student-centered; connected to achievement metrics; data driven (quantitative and qualitative); centered in data coaching   Madelyn asked about cohorts for applicable metrics and the inclusion of non credit students.  Eric shared about the under-counting and high drop out rates of Native American students. The CCC Apply website changed the way they track “race”. If marked, “more than one race,” they get lost.  2009-10 federal mandate to define ‘multi-ethnicity’ such that this count has spiked and a subsequent downward trend for Native American and Pacific Islander students. | Further updates will be provided to the Council.  Further work on identifying Native American and Pacific Islander students is also a critical goal/task to be continued.  Accreditation Standard I.B.6  Accreditation Standard II.A.7 |
| 7.0 | ***3:40pm-4:00pm*** | [**Basic Needs Committee structure**](https://mtsac0-my.sharepoint.com/:w:/g/personal/macero7_mtsac_edu/EaI68ek-NNFAuVRsd1JPkokB14iH-JrVsl8FpHRoxgxMeQ) – Koji and Pauline will present the purpose, function and structure of the Basic Needs Committee | Koji presented the name change from Homelessness & Basic Resources Committee to Basic Needs Committee. Pauline Schwartz is co-chair. 17 members are on the Committee.   * An essential form of readiness to learn is basic needs security * Partnership with Sowing Seeds for Life for food pantries; TzuChi Foundation for pantries and resources with Health Services; St. Vincent DePaul for toiletry kits; Hope Center for College, Community and Justice research; Leah’s Pantry * Assist with Cal Fresh food benefit program * Referrals to local housing agencies; partnership with LA County Hathaway Sycamores for a Peer Navigator * Members participate in Behavioral Wellness Team * 3 year grant this year – Healthy Communities: Cal Fresh Outreach grant * Collaborates with Student Equity on funding for food and gas vouchers * Moved into own location in building 67A   Food Pantries:   * 2018-19: Fall 1,759 and Spring 1,476 and Winter 138 * 2019-20: Fall 3,374 and Winter 733 * Total 187,000 pounds and 7,480 bags from Fall 2018 through Winter 2020   Funding   * Must continue to demonstrate our efforts through CalFresh to continue to receive funding. $60,000 federal * Chancellor’s Office allocation has been one time for each of the past few years – amounts have varied. Current year funding is $113,000. * Current funding for 2020-21 was removed from the May Revise budget. Funds from 2019-20 can be carried over. | Accreditation Standard II.A.7  Accreditation Standard IV.A.2 |
| 8.0 | ***4:00pm-4:20pm*** | **Behavior and Wellness Team** – Grace Hanson and Haneen will provide the Council with a brief overview on their process | “Promoting Student Success Through Wellness”  Grace Hanson; Haneen Alghita-Aguilar   * Thanks to Academic Senate for their leadership in this area since 2011 [Resolution 13.01-S11) * Began with identifying first responders, a process, developing a referral form (separate from misconduct) and training * Crisis: Public Safety contact/911; Conduct: Student Misconduct Form; Care: Behavior & Wellness Team Referral Form * PROCESS: Observe concern; decide to report; create case in Maxient; urgency evaluation; ping BWT; risk assessment conducted using tool; apply intervention; feedback; case disposition * NABITA: National Association of Behavioral Intervention and Treatment Association – we are members and attend training and contract with them * SIVRA: Structured Intervention for Violence Risk Assessment * VRAW: Violence Risk Assessment of Written Word * ERIS: Extremist Risk Interview Scale   STATS 2019-20 compared to 2018-19   * Disclosure of mental health condition this year 82; last year 25 * Academic difficult 62 versus 12 * Suicidal ideation 25 to 11 * Relationship issues 30 to 8 * Housing concerns 25 to 11 * Student impacted by event 38 to 14 | Accreditation Standard II.A.7  Accreditation Standard IV.A.2 |
| 9.0 | ***4:20pm-4:30pm*** | CARES Act update (Audrey) |  |  |
| 10.0 |  | **[Future Presentations/discussions](https://mtsac0-my.sharepoint.com/:w:/g/personal/macero7_mtsac_edu/EZWaYW-VPtRLrHQPl35q0rsByX2ydslPPOXXmDoBgUEghQ)**  *(Listed on a Separate Attachment)* | Agenda items for Fall:   * Discussion with SPEAC, SE, Assessment * Research on students we have lost to remote instruction * Retention and Persistence Committee forming for the Fall * Review of APs and BPs – academic renewal and increasing transfer rates * SEAP follow-up |  |
|  |  | **Next meeting dates:** Sept 21 |  |  |