



**Student Preparation, Equity and Achievement Council**  
 Online via Zoom  
 April 20, 2020 – Meeting Notes

**Members [18]**

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

**Guests:** Lisa DiDonato, Koji Uesugi, Andi Fejaran Sims, Alejandra Gonzalez

Item No.	Agenda Item	Discussion	Outcome
1.0	<b>Review Today's Agenda and Minutes from April 6, 2020</b>		Minutes of April 6, 2020 approved.  Accreditation Standard IV.A.7
2.0	<b>Committee Meeting Minutes for Review and Approval</b>		
a.	Student Equity – no minutes for acceptance		
b.	SSSPAC – March 25 minutes for acceptance		Minutes accepted from March 25, 2020  Accreditation Standard IV.A.7
3.0	AP 5520 Student Discipline (Koji, Andi, Alejandra, Audrey) <i><b>History:</b> Brought to the SP&amp;S Council by Student Life because it had been reviewed by a consultant in September 2018. Was not presented in 2018-19 or Fall 2019. Council is requesting summary of issues to be addressed.</i>	Major Changes: <ul style="list-style-type: none"> <li>• Addition of specific Ed Code and BP/AP sections</li> <li>• Teleconferencing was added</li> <li>• Reporting: previously misconduct reports came from college employees and P&amp;CS. Now added a HR report (reference AP 3540) which includes the completion of a Title IX investigation.</li> <li>• Immediate Suspension: added that the student can be asked to leave campus or be escorted off campus due to an immediate suspension – and subject to trespass.</li> </ul>	Add: "The Standards of Conduct shall apply to conduct related to College activity or College attendance, including but not limited to conduct that occurs on College premises, at College sponsored activities and at College off-campus activities, whether these activities are taking place face-to-face or online activities."



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		<ul style="list-style-type: none"> <li>• Discipline Conference – references related to accommodations, and the role of advisors</li> <li>• Day is defined as a day in which business operations occur (normal operating hours)</li> <li>• Discipline sanctions includes a referral for Behavior Wellness, Educational and Personal Development Activities. Loss of Privileges refers to specific activities on campus if a student is removed from other</li> <li>• Student Conduct Board Hearing: student can bring up to 2 advisors; notice to bring witnesses must be at least 5 days prior to hearing date; added ACCESS approved disability accommodations</li> <li>• Title IX sexual misconduct cases – can have live hearing or video conference – this was added to try to control from any “re-trauma” to the complainant</li> <li>• Expulsions go before the Board of Trustees, with final decision decided in closed session and announced in public session.</li> <li>• “Substantial incongruity between the proposed sanction and finding” – needed clarification. Proposed rewrite “There is substantial imbalance between the proposed sanction issued in comparison to the violation finding.” “Punishment does not fit the infraction.”</li> </ul> <p>Questions:</p> <ul style="list-style-type: none"> <li>• Online learning disciplinary concerns are within the current jurisdiction – however we can articulate its inclusion specifically.</li> <li>• Chisa’s recommended language related to online</li> </ul>	<p>“Substantial incongruity between the proposed sanction and finding” – needed clarification. Proposed rewrite “There is substantial imbalance between the proposed sanction issued in comparison to the violation finding.”</p> <p>Council members are to continue reviewing changes, including definitions. This AP will be agendized for the next meeting for a vote and then forward to Academic Senate to be hopefully approved in the current academic year.</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>
4.0	AQ Research Agenda (David) <i>David to provide update to Council on the findings to date and plans for further research</i>	To clarify, this agenda item is two-fold: 1) review research on the AQ conducted to date; 2) review institutional plans for further research into the effectiveness of the AQ and student	Hold over to next meeting



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	<i>(Carried over from last meeting)</i>	outcomes related to placement into transfer-level English, math and reading courses.	
5.0	<p>AmLa Placement (David)  <i>David to provide an update to the Council on AmLa placement, in light of no AWE testing</i>  <i>Updates from the following:</i>          Francisco, Sara, Ned + Elizabeth - Work with Counseling and AmLa and English to develop a group to study the proposed assessment tool/"Can-Do" questions and develop clarification of the rubric and provide training to counselors.</p> <p>Francisco; Audrey; David - Develop a process for Counseling to receive a regular report of students who are receiving the message "See Counselor" or "Take the English Assessment Test."</p> <p>Audrey; David - Explore the possibility of embedding the "Can-Do" questionnaire into the AQ.</p> <p>Francisco requesting for approval from the Council for counselors to do "overrides" in the AQ Administrative Form for counselor-guided placement, once the subgroup makes its recommendations. This will return to the Council and then possibly forward to Senate</p>	<ul style="list-style-type: none"> <li>• Change recommendations from "Take English Placement Test" so students directed to take the AWE are instead given a link to "Can-Do" questions and to contact AmLa faculty member.</li> <li>• Can-Do placements (seen as "guided self-placement") are from noncredit ESL to English 1A (without coreq).</li> <li>• The AmLa faculty member will grant the eligibility based on access to a Banner form to override the AQ placement.</li> <li>• AmLa faculty will also be able to enter a reading course eligibility.</li> <li>• Students who receive a "See Counselor" message – filter between native and non-native speakers of English, if non-native direct to AmLa. If native speakers, can give eligibility for 1A (either with or without 80 recommended).</li> <li>• Francisco reported on the Counseling/AmLa workgroup: will designate Jason Hayward to do training with AmLa faculty on AQ override codes.</li> <li>• Francisco changed the workgroup meeting after there was a decision to just refer students to see AmLa faculty and to remove the counseling component. Training hasn't been scheduled between Elizabeth and counseling faculty.</li> <li>• The "Can-Do" assessment was "inspired" through CAP but it was edited by Elizabeth, AmLa faculty, and Ned. English department is deferring to AmLa for this.</li> <li>• This recommendation is a pilot effort in attempting to develop a placement process for AmLa students via AB 705 as well as an alternative to using the AWE since that is an in-person writing sample.</li> </ul>	<p>Review the possibility of having counselors be able to assist AmLa students who have reviewed the Can-Do statements with the student and to recommend a placement at the time of the counseling appointment. David to take this proposal to the Assessment and Matriculation Committee. If approved, counselors to be cross-trained by AmLa.</p> <p>Audrey and David will also work with IT to implement the connection of the Can-Do questions to the AQ.</p> <p>Agreed to move this forward to the Academic Senate as a "pilot" implementation for AmLa student placement based on not yet having validated the Can-Do instrument but needing an alternative to the AWE.</p> <p>Accreditation Standard II.C.5          Accreditation Standard II.C.7          Accreditation Standard IV.A.7</p>



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		<ul style="list-style-type: none"> <li>• Shailah asked: after completing the Can-Do, the student should contact the AmLa department; would there be a subsequent test? David clarified that the AmLa faculty member would conduct more of a guided interview than perform an assessment test.</li> <li>• Sara asked whether a counselor could review the Can-Do statements with the student and recommend a placement also. This would also help the efficiency in placement of AmLa students.</li> </ul>	
6.0	<p>Subcommittee(s) for Administrative Procedures &amp; Board Policies (ongoing)          Discussion to review process to appoint BP/AP subcommittees          Status update on AP 5035, BP 5140, and AP/BP 5300 (Maridelle)  <b>History:</b> <i>This item was on the agenda for March 2<sup>nd</sup>, 2020, but was to be held over until the next meeting. Lance said that the Council should think about whether establishing a separate workgroup for AP/BPs is a benefit.</i>  <b>April 6, 2020:</b> <i>recommended postponing this discussion and to only work on the most critical ones, and those that are close to moving forward.</i></p> <ul style="list-style-type: none"> <li>• <i>AP 5520: Audrey will work with Andi, Alejandra and Koji and will have ready for next meeting.</i></li> <li>• <i>AP 5035, if it was already changed at a SPEAC meeting, it can go back to AMAC. Maridelle to follow up.</i></li> <li>• <i>AP/BP 5140 and 5300: Need to get update from Grace and Student Equity Committee</i></li> </ul>		Hold over until next meeting



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	<i>as to whether to move these forward this semester. Maridelle to follow up with them</i>		
7.0	<p>Review CIRP Survey questions          Review faculty feedback and Council’s submitted revisions/suggestions for CIRP institutional questions (Lance, Lisa, Maridelle)  <b>History:</b> <i>The 2016 CIRP was presented to the Council by Bruce in March 2018. This was the last time CIRP was administered. Per Barbara, for CIRP, “Institutions have the option of adding up to 20 multiple choice questions of specific local interest at the end of the questionnaire.” Each response choice students give is considered 1 question. So, 20 clicks=20 questions</i>  <b>March 2, 2020:</b> <i>Lance provided a brief overview of this agenda item. Maridelle will send a reminder to the Council to review CIRP questions (including a link on CIRP from Mt. SAC’ S 2017 Institutional Self-Evaluation Report), prior to the next meeting. This agenda item will be carried over to the next meeting and Council members will provide their input on the Mt. SAC’s specific questions, as well as provide any recommended new questions.</i>  <b>April 6, 2020:</b> <i>Lance will meet with Lisa to review the CIRP and the institutional questions. Francisco will review the possibility of delivering the CIRP as part of the New Student Orientation. Council members will submit suggestions for institutional questions to Maridelle. Maridelle will send the current institutional questions to Council members as a reference.</i></p>	<p>Lisa presented the input received. Lance and Lisa generated a survey to get faculty feedback on the questions we already had. Only 1 answer choice with 5 selections for the Institutional Questions. Question #68 was unanimously agreed on “The best way Mt. SAC can communicate with me is…” Students frequently respond that they have moved or their phone number has changed. Lisa wondered if we should separate text from direct phone call.</p> <p>Question #55 was also supported: How sure are you about the subject area in which you want to major?”          [Question #51 “what is your best guess that you will change your major field?”]</p> <p>Discussion about the amount of work that needs to happen quickly and to have a subcommittee of SPEAC work on this. Francisco suggested a representative from high school outreach and a noncredit counselor (Naomi Avila).</p>	<p>Lance willing to head up this workgroup with Lisa.</p> <p>Subcommittee to work on this.          [Lance, Lupita, Sara*, Naomi, HSO rep]</p> <p>*Audrey volunteered Sara as she co-chairs Guided Pathways and this is related.</p> <p>Need to determine deadline dates – by when do we need to submit to HERI.</p> <p>Accreditation Standard I.B.6          Accreditation Standard II.A.7          Accreditation Standard IV.A.7</p>



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	<i>Will decide at the next meeting to go or not for Summer/Fall 2020.</i>		
8.0	<p>Student-related Issues to COVID-19 (Audrey)          Audrey to provide update to the Council on student-related issues and surveys to students on COVID-19          Clarification on the process of grades, withdrawals, refunds, overrides (Audrey; George; Francisco)          CARES Act</p>	<p>Audrey provided a brief overview of the CARES Act and asked for SPEAC members to serve on an ad hoc work group.</p>	<p>CARES Act: Madelyn, Bruce, Lance Chisa will serve in her role as Academic Senate</p> <p>Accreditation Standard I.C.1          Accreditation Standard I.C.6          Accreditation Standard IV.A.7</p>
	<p><b>Future Presentations/discussions</b>  <i>Listed on a separate Attachment</i></p>		
	<p><b>Next meeting dates:</b> May 4, May 18, June 1</p>		