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Student Preparation and Success Council – Meeting Minutes
November 19, 2012
9B-Student Services Center- Ragan Room

Members

- | | | | | |
|-----------------------------------|---------------------------|-------------------|--------------------|-----------------|
| ▫ Audrey Yamagata-Noji (Co-Chair) | ▫ Daniel Smith (Co-Chair) | ▫ Eric Kaljumagi | ▫ Kristina Allende | ▫ Tom Mauch |
| ▫ George Bradshaw | ▫ Matt Judd | ▫ Susan Wright | ▫ Jim Ocampo | ▫ LeAnn Garrett |
| ▫ Micol Christopher | ▫ Glenda Bro | ▫ Alina Hernandez | ▫ Linda Diaz | ▫ Dennis Lee |
| ▫ Jessica Zhang | ▫ Karina Maureira | | | |

Guest: Phil Maynard, Student Equity, Co-Chair, Hilary Lackery, Student Equity Member, & Juan Carlos Astorga, Student Equity Co-chair

| <u>Item</u> | <u>Agenda Topic</u> | <u>Discussion</u> | <u>Recommendations</u> |
|-------------|--|--|---|
| 1.0 | Review Agenda & Minutes from Nov 5 th Meeting | | The Minutes were reviewed and discussed: Kristina moved to approve the minutes; seconded and approved unanimously the minutes of November 5, 2012 |
| | Information Sharing: <ul style="list-style-type: none"> • Mt. SAC Student Success Overview Session from 11/16/2012 - Audrey & Daniel • WASC – Assessment Leadership Academy – sent email to the Council – Audrey • Webinar on Scorecard - | <p>Dan reviewed the Overview Session and reiterated the suggestion by Ginny Burley that we focus on action steps.</p> <p>The Council received the power point presentation and was encouraged to</p> | <p>The Council will develop a reporting form for the various groups/committees and follow up with groups/committees not in attendance.</p> <p>Informational</p> <p>Lucy will set up the webinar and</p> |



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| | 12/6/2012 (handout) - Audrey | attend the webinar on 12/6/2012. | invite SP&S members to attend. |
| 3.0 | Ongoing Issues: | | |
| a. | AP 4228 – Course Repetition – Significant Lapse of Time - George | <p>George re-explained that the original AP 4228 language states the following:</p> <ul style="list-style-type: none"> • The original grade would be retained. • Banner only has 3 settings: 1) can count the first, 2) last, or 3) highest. • The other APs on course repetition were set to count the highest grade. <p>The Councils discussed that the college cannot have different policies and different settings.</p> <p>The issue: Do we change the language in AP 4228 with the practical application.</p> <p>There were three versions of the AP proposed:</p> <ul style="list-style-type: none"> • Version A: prior grade will be retained • Version B: repeated grade will be posted <p>Another would be:</p> <ul style="list-style-type: none"> • Version C: the highest grade will be retained and calculated | <p>The Council recommended that catalog language should be inserted regarding the potential lack of acceptance of repeated course grades by transfer institutions.</p> <p>The following motion made: To adopt Version B, amending it to approve “the highest grade will be factored into the student’s Mt. SAC grade point average.” The other amendment approved was: “Students are advised that even if students receive a higher grade when repeating the course at this institution, the original grade will most likely be considered by transfer institutions.</p> <p>Dan: moved to accept the motion</p> |



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| | | <p>Several years ago, when this was debated in the Senate, there was concern about students using this process to boost their GPA. However, the student must “wait” 3 years to repeat under this provision.</p> <p>George repeated that the transcript reflects a true accounting of the courses and grades the students have taken.</p> | <p>Dennis: seconded Vote: approved 15-1</p> |
| c. | AP 5055 – Enrollment Priorities – Audrey/George/Tom/Daniel | <p>The following was shared/discussed:</p> <ul style="list-style-type: none"> • Tom reported that counselors are working on a proposal to impact second level probation students such that if they do not participate in the intervention, their registration could be blocked. • In order to prepare the notification to students (75% toward reaching the 100-unit cap), George has begun discussions with IT. • The Council discussed the need to understand the numbers and types of students to be impacted so that a draft of the notification message can be developed that is due in Spring of 2013. George projects 2 messages: 1). Students who are near the limit and 2) Students who are at or above the limit. Action: George will begin drafting the content of the messages. • Susan stated that Non Credit would like non credit students to be | <p>The following assignments were given:</p> <ul style="list-style-type: none"> • Angel will be invited to the next meeting to provide an update on second level probation as well as a modification to lose of registration priority. • George will bring back a draft for language and clarification on which students would be impacted by the 100 unit limit (which units/courses would be excluded). • George will provide a report on numbers of students qualifying under special |



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| | | <p>counted in the continuing student's category. Susan also would like to see WIA students included as they enter as credit students. Susana shared that the Work Investment Act students come to non credit programs based on a college contract. Through the contract, we agree that priority registration will be provided.</p> <ul style="list-style-type: none"> Academic Senate has a task force to look at having priority registration within major fields of study. Is it possible to have an earlier registration date for a certain subset of courses – like priority for students in a particular major? The recommendations to AP 5055 remains with SP&S. | <p>categories for enrollment priority (athletics, performance groups, etc.).</p> <ul style="list-style-type: none"> Lucy will resend the language to AP 5055 proposed by Eric and Dan shared at the November 5, 2012 meeting via email. |
| d. | AP 4290 – Academic Honesty – Dan Smith | Dan asked the council members to review and be prepared to discuss at the meeting. | |
| 4.0 | Student Equity Flex Day Presentation – Phil Maynard & Hilary Lackey @ 3:00 pm | <p>“The Time is Now: Modeling Equity.” A flex day session was held in August of 2012. The Committee would like to introduce an Equity Driven Systems Change (ESC) Model. (California Tomorrow). There is concern about ensuring equity for all students and using the term “equity driven” applied to both the process and the outcomes of creating change.</p> <p>The committee has been looking at success rates, retention rates, and persistence associated with statewide efforts to promote student learning in multi-ethnic student populations.</p> <p>Educational equity: achieving parity in outcomes – not just equal access,</p> | Glenda would like to have the committee attend a Basic Skills Committee meeting to talk about projects and proposals. |



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| | | <p>but equal outcomes. “Equity-mindedness” refers to the perspective, outlook or mode of thinking to call attention to patterns of inequality and assume responsibility to eliminate inequity. [This is something we strive for— achieving parity in outcomes—based on what we are in control of with regard to meeting the needs of our students].</p> <p>Diversity: can be defined as the sum of ways that people are alike and different, including race, ethnicity, gender, sexual orientation, language, culture, religion, mental and physical disability, class, and immigration status.</p> <p>Mt. SAC’s demographics:</p> <ul style="list-style-type: none"> • Latinos have increased from 43.8% in 08-09 to 48%; Caucasian/White students declined from 16.8% to 13.3%; African Americans have decreased from 5.7% to 4.6% and Asian/Pacific Islanders have decreased from 26% to 17.4% with declined to state increasing from 5.4% to 10.7%. • Ethnic groups not successful in basic skills are African American, American Indian students • Success rates in all credit classes are much higher for white, Asian, and multi-ethnic students • Degree applicable course: success rates parallel all credit classes with the inclusion of Pacific Islanders in 2011 • Transferrable courses: success rates continue to parallel degree applicable with American Indians increased in 2009 | |



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| | | <ul style="list-style-type: none"> • Math success rates are below equity for African American, Pacific Islanders and Native Americans <p>The plan is designed to increase awareness about inequities in educational outcomes through formal and informal means of communicating the findings to key campus groups and individuals who are influential. Diffusing equity-based thinking throughout the institution and creating a shared value of equity are key aspects. Equity is a critical measure in Student Success. Encourage difficult dialogues about the underlying reasons for inequity in educational outcomes.</p> <p>Desire to further examine:</p> <ul style="list-style-type: none"> • the recent Disproportionate Impact Report • compare Mt. SAC's successful course completion versus the CCC course completion demographics • studying unsuccessful course completion rates by demographics • course withdrawal rates by demographics • transfer velocity report—transferring within 6 years by demographics • retention rate by English course and by ethnicity • English success by course and ethnicity <p>Are there rubrics we can utilize that will enable us to improve how we connect with students through things such as the Toolkit for Improving Institutional Practice and Student Outcomes (California Tomorrow).</p> | |



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| | | <p>Concern is the importance of student equity and the score card.</p> <p>Glenda would like to have the committee attend a Basic Skills Committee meeting to talk about projects and proposals.</p> <p>There are great programs at the college that are having an impact – how do we grow these efforts and scale-up interventions to meet more students?</p> <p>How do we capture the impact of our successful interventions?</p> <p>Will the committee be able to come up with effective practices that can/should be implemented? What are the best or recommended solutions for assisting certain groups of students?</p> <p>There must be a balance between data driven decisions and the culture of a campus and how best to make an impact that benefit a wide range of diverse students. Juan Carlos suggested campus-wide interventions that would focus the entire campus at the same time on covering information/strategies such as study skills, on campus resources, tools with longevity, etc. (iFalcon model from Cerritos College)</p> <p>Eric spoke of the need to enhance our professional development process to reach out to faculty to ensure practices that promote equity are widely in place.</p> | |



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| | | Alina mentioned the importance of the students' self-concepts, especially for those placed into Basic Skills. She mentioned research with the Aborigines to help to increase the self-concept. | |
| 5.0 | <u>Reports from Committees</u> | | |
| a. | Assessment & Matriculation – Jim Ocampo | Tabled | |
| b. | Basic Skills – Glenda Bro | Tabled | |
| c. | Student Equity – Juan Carlos Astorga/Phil Maynard | Tabled | |
| 6.0 | <u>Pending Issues Carried over to 2012-13</u> | | |
| a. | High School Assessment Pilot Testing at Mt. SAC-Audrey | Tabled | |
| b. | Counseling Intervention Plan – Alina/Tom | Tabled | |
| c. | Captioning Task Force for prioritization of captioning -Eric | Tabled | |
| d. | CCSSE: Engagement Analysis – Audrey | Tabled | |
| e. | 2011 Freshman Survey - Audrey | Tabled | |
| 7.0 | <u>New Issues:</u> | Tabled | |
| a. | Best Practices for Student Feedback - Resolution 2012-XX | Tabled | |
| 8.0 | <u>Set Agenda for next meeting: December 3, 2012</u> | | |



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| | <ul style="list-style-type: none">• <i>Reporting on Counseling Intervention Plan (Alina)</i>• <i>AP 4290 (Dan)</i>• <i>AP 5055 (all)</i> | | |