

Student Preparation and Success Council 2016-2017 Year-End Accomplishments

MAJOR ACCOMPLISHMENTS

Homelessness and Food Insecurities Task Force

- In March 2017, A small group (Athletics, Health Center, Student Life) met to review AB 1995 –legislation mandating colleges provide enrolled homeless students with access to shower facilities. The group developed the college’s response to shower access for enrolled homeless students. Cards were made up and shared with council members showing the days/hours of access to showers in the gym building.
- By Council recommendation, a task force was formed, with Bruce Nixon and Corey case as appointed co-chairs. Designated meetings were scheduled for every 2nd and 4th Monday, 2-4 pm.
- In May 2017, it was reported to the Council that A.S. is working on developing a resource list with a recommendation for a college-wide committee. Council members suggested the development of an operational committee that reports to SP&S. Bruce Nixon and Corey Case will prepare the proposed Purpose and Function statement for a Homeless Student Resources Committee. Recommendations from the Task Force can be incorporated into the Purpose and Function for the committee. **Status: Council reviewed and approved Purpose and Function statement for a Homeless Student Resources Committee in June 2017. Reviewed and approved by PAC in June 2017.**

New Student Orientation

- In December 2016, Audrey disseminated the college’s Guided Pathways Student Intake Process flow chart indicating the proposed change in the matriculation process –orientation prior to assessment with a focus on career development. Discussion focused around whether having students return for so many steps (assessment info/prep; assessment; orientation; educational plans) will have a negative impact on students. Jim researched whether we can assist students with bus transportation to return to the college.
- In March 2017, Tom Mauch and Corey Case worked together to receive input from students to recommend 15 minutes of content and the process to deliver the information either through in person presentations or PowerPoint slides. Content went to Academic Senate as an informational item on March 30, 2017.
- In May 2017, Corey Case reported that a student perspective will be added to the New Student Orientation, as well as a video to capture students completing orientation online. The video is currently under development, as well as a schedule for students to participate in the orientations.

ADMINISTRATIVE PROCEDURES and BOARD POLICIES

- **BP 5000 – Student Success:** The Council reviewed and approved the revised BP with minor changes. **Status:** Reviewed and approved by Academic Senate in August 2017.
- **BP 5010 – Admissions:** The Council reviewed and approved the revised BP. The revisions referenced recommended to not include cited accreditation standards. **Status:** Reviewed and approved by PAC in June 2017. Reviewed and approved by Board of Trustees in August 2017.
- **BP 5015 – Residence Determination:** The Council reviewed and approved the revised BP. The revision referenced recommended changing “summer” session to “term”, as winter session should be included. **Status:** Reviewed and approved by Academic Senate in August 2017.
- **BP 5020 – Nonresident tuition:** The revisions referenced recommended listing statutory references. **Status:** Sent to George Bradshaw to add exemptions; reviewed and approved by Academic Senate in August 2017.
- **BP 5040 – Student Records, Directory Information, and Privacy:** The Council reviewed and approved the revised BP with minor changes. **Status:** Reviewed and approved by Academic Senate in August 2017.

- **BP 5052 – Open Enrollment:** The Council reviewed and approved the revised BP. The revisions referenced recommended to not include statutory note. **Status:** Reviewed and approved by Academic Senate in August 2017.
- **BP 5055 – Enrollment Priorities:** The Council reviewed and approved the revised BP. The revisions referenced recommended to remove redundant language in AP 5055. **Status:** Reviewed and approved by Academic Senate in August 2017.
- **BP 5120 – Transfer Center:** The Council reviewed and approved the revised BP. The revisions referenced recommended to include Education Code citation. **Status:** Reviewed and approved by Academic Senate in August 2017.
- **BP 5200 – Student Health:** The Council reviewed and approved the revised BP. The revisions referenced recommended to include statutory reference. **Status:** Reviewed and approved by Academic Senate in August 2017.
- **BP 5400 – Associated Students:** The Council reviewed and approved the revised BP with minor changes. **Status:** Reviewed and approved by Academic Senate in August 2017.
- **BP 5410 – Associated Students Elections:** The Council reviewed and approved the revised BP. The revisions referenced recommended to change 6 unit load to 5 unit load. **Status:** Reviewed and approved by Academic Senate in August 2017.
- **BP 5420 – A.S. Finance:** The Council reviewed and approved the revised BP with minor changes. **Status:** Reviewed and approved by Academic Senate in August 2017.
- **BP 5500 – Standards of Conduct:** The Council reviewed and approved the revised BP. The revisions referenced recommended to not include cited accreditation standards. **Status:** Reviewed and approved by Academic Senate in August 2017.
- **BP 3930 – Children on Campus:** The Council reviewed and approved the revised BP. **Status: Will be forwarded to PAC for approval in Fall 2017.**
- **AP 3540 – Sexual Assaults on Campus:** The Council recommended that the latest revision provided be reviewed by the president and then forwarded to PAC for approval. **Status: The AP will be reviewed in Fall 2017.**

INFORMATIONAL REVIEW

- **SSSP/Common Assessment Initiative:** In September 2017, Tom Mauch attended the Chancellor's Office All Directors Training for SSSP. Most important information shared with the Council: the roll-over of funding for 2016-17 and the integrated planning of Basic Skills, SSSP and Student Equity. In regards to best practices, Mt. SAC is ahead of other colleges.

PRESENTATIONS/PUBLICATIONS/REPORTS

- **Common Assessment presentation:** In September 2016, Jim Ocampo, Evelyn Hill-Enriquez (AmLa and AWE) and Diane Rowley (Reading) presented an update on the Common Assessment Initiative (CAI). Non-SSSPAC members are assisting with the Common Assessment Initiative. There are 8 sub-teams that are assigned various tasks: Writing and Reading, ESL, Math, Multiple Measures, Research, IT Implementation, Application for Funding and Outreach. Communication was shared from the state delaying the official implementation of the Common Assessment Initiative. No indication of a new timeline. Data points being reviewed by our research team for Multiple Measures: high school cumulative GPA, grade in high school course, delay between high school and college. Non-cognitive measures: Do you find it difficult to meet new challenges? Can you find resources to help you solve problems? Multiple Measures Assessment Project (MMAP) is the statewide group. Our RIE group assessed our Multiple Measures in the fall. Research shared that students who transfer tend to have a "C" in the transfer level English or Math course over those with a "A."
- **Basic Skills Progress Research Study and Scorecard (Presentation from RIE Team)** – In December 2016, Barbara McNeice-Stallard attended to present the Basic Skills Progress Study. This progression study looked at students' success rates as they transition from English and math basic skills classes to college level classes. Findings: 1) MATH: give up versus not passed –students are not enrolling in the next level course. Low

progression from LERN 49 (students who pass LERN 49-Math Skills Review) to Math 50 (enrolling into Math 50). Higher retake rates in later course progression levels: the more they take courses, the more likely they are to retake if don't pass. Initial success is low but ultimate success is average for LERN students. The lower one starts in the math progression, the poorer the progression. 2) AMLA: ultimate success rates (after repeats) are high. Where they start matters—the higher the levels, the higher the initial success. AMLA students who progress to English 68 and 1A do better than native students placing into English 68 and 1A. 3) ENGLISH: higher the level start at the better they do. More likely to retake the course if fail. Questions raised by council members were noted for future follow-up: 1) Council would like to more about students who “stop out” and no longer enroll in the sequence/progression of courses. 2) Suggestions to do focus groups and follow up with students who are not enrolling in the next sequential level. 3) Council would like further follow-up on the degrees of disparity by reviewing real data related to disproportionality. 4) Review of the profile data of students placing at the lowest levels needs to be integrated into this work – especially looking at SES and first generation level. SCORECARD Report: 1) Unprepared students are trending upward in terms of increased success rates over time. 2) CAUTION: AWE rubric changed along with placement levels over the latter years of this frame; the impact of the economy more than likely has also had an impact on the fluctuation of enrollment and success rates. 3) Mt. SAC is higher than the statewide average for both prepared and unprepared students. 4) Success rates in remedial English dipped in the 6 year time frame ending in 2014-15 but rose in 2015-16. 5) Success rates in remedial Math also dipped in the 6 year time frame ending in 2014-15 and rose somewhat in 2015-16. 6) AMLA success rates are steadily declining – however, our rates are much higher than the statewide data. Problems also with the definition/measurement for this criteria. 7) CTE metric looked at students completing 8 credits in the same TOP code area – Mt. SAC's #s are going up and higher than the state. Barbara will review the list of questions generated and return later to address them.

PENDING ISSUES – CARRY OVER TO 2017-18

- **AP 3540 – Sexual Assaults on Campus:**
- **2017-19 Integrated Plan of Basic Skills, SSSP and Student Equity**
- **Multiple Measures**