



Student Preparation and Success Council
 Student Services Center, 9B – Ragan Room
 March 4, 2019 – Minutes

Members [14]

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| <input checked="" type="checkbox"/> Audrey Yamagata-Noji, Co-Chair | <input checked="" type="checkbox"/> Lina Soto, Co-Chair | <input checked="" type="checkbox"/> Ned Weidner [3 pm arrived] |
| <input checked="" type="checkbox"/> George Bradshaw | <input checked="" type="checkbox"/> Michelle Dougherty | <input type="checkbox"/> Vacant Director of Assessment |
| <input checked="" type="checkbox"/> Guadalupe De La Cruz | <input type="checkbox"/> LeAnn Garrett | <input type="checkbox"/> Vacant faculty |
| <input checked="" type="checkbox"/> Francisco Dorame [3 pm left] | <input checked="" type="checkbox"/> Matt Judd | <input type="checkbox"/> Vacant faculty |
| Student Representatives: | <input checked="" type="checkbox"/> Mario “Gabriel” Alfaro [2:30 left] | <input checked="" type="checkbox"/> Vacant Student Representative: Richmond Tang (reappointed) |
| | <input checked="" type="checkbox"/> Shadiyah Omar | |

Guests: Barbara McNeice-Stallard and research staff (Lisa DiDonato, John Barkman, Aleksandra Malinowska), Marti Whitford, David Beydler, Tom Mauch

Item No.	Agenda Item	Discussion	Outcome
1.0	Review Today’s Agenda and Minutes from December 3, 2018	10/14 members present Michelle pointed out that we reviewed the Purpose and Function statement regarding the fact that SSSPAC make recommendations regarding placement and that there was belief that they were acting within their established purview. Lina clarified that the Committee still reports to SP&S Council.	Minutes approved from December 3, 2018 Add to the minutes that the Committee was acting within their scope to make recommendations regarding placement. Council decided there was no need to approve the minutes of the special council meeting on January 28, 2019, as it was not a regularly-scheduled meeting. Accreditation Standard IV.A.7
2.0	Committee Meeting Minutes for Review and Approval		
a.	Basic Skills – <i>no minutes for approval</i>		



Student Preparation and Success Council
 Student Services Center, 9B – Ragan Room
 March 4, 2019 – Minutes

b.	Student Equity – <i>no minutes for approval</i>		
c.	SSSPAC – November 28, January 9, January 16, January 30, February 6 and February 13 minutes for approval	Lina requested to review the Purpose and Function and committee membership for SSSPAC.	Minutes for November 28, 2018, January 9, 16, 30; February 6 and 13 were accepted. Accreditation Standard IV.A.7
3.0	Multiple Measures Review	The following 9 recommendations are presented from SSSPAC regarding Multiple Measures/AB 705:	
4.0	SSSPAC Recommendations	<ol style="list-style-type: none"> 1. NNES Placements: recommendation to use the AWE through December of 2019 for non-native English speakers and for students who don't have 3 years of HS English in the U.S. During this spring, AmLa is working on a guided self-placement model – pending receipt of a model to be issued by the CCCO. Problem: CCCO has told colleges they cannot continue to use any placement instruments, but they have also acknowledged that ESL placement is still pending. AGREED and ACCEPTED 2. AQ Placement: recommendation that if students do not get some kind of a code, they are not eligible to enroll in English or math – code is derived from completing the AQ or completing the AWE or Math Placement Test. George verified that at the present time, if the student doesn't take the AQ or the AWE or Math Placement Test, the student cannot enroll in English or math. There is no general registration hold related to Assessment. (and there hasn't been one previously). This clarifies that all students still need to go through an assessment process, even if they are eligible to enroll in transfer level English and math. AGREED and ACCEPTED 3. Previous Placement Test Results: recommendation to continue the policy to accept the highest placement results. Concern is that if the AQ result is lower, students aren't automatically informed that the placement test result, if higher, provides the student's eligibility. AGREED and ACCEPTED 4. Reading Placement: In January, the AQ was modified to allow placement into READ classes. READ 100 eligibility meets the AA degree requirement, and is based on a 3.1 cumulative GPA. The 3.1 GPA was based on the Chancellor's Office Common Assessment data/recommendations. Messages were sent to students regarding their reading placement and the reading graduation requirement. Current recommendation is to lower the GPA to 2.6 based on current Chancellor's Office guidance on this topic. AGREED and ACCEPTED 	



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 March 4, 2019 – Minutes

		<p>5. Reading Messaging: Following the placement recommendation, concern was expressed that the “messaging” to students was complicated. It was pointed out that Counseling was represented by Francisco at the meeting and therefore the suggested messaging should be approved. Suggested to change the order of READ 100 message: 1) Eligibility for READ 100 meets graduation reading competency for a local AA/AS degree and is transferable to the CSU (Area A3); 2) The graduation reading competency is not a requirement for transfer AA-T/AS-T degrees; 3) Taking a READ 100 course is not required, but it is recommended. READ 90 message: language approved as proposed AGREED AND ACCEPTED WITH REVISIONS</p> <p>6. Counseling: recommendation that Counseling play an active role in guided self-placement for English AGREED and ACCEPTED</p> <p>7. College Algebra: recommendation to add College Algebra to the list of possible math courses a student can select and to remove it from the math course help page for students to select Algebra 2 if they had taken College Algebra. AGREED and ACCEPTED</p> <p>8. IB/AP Courses in AW List: Adding IB Mathematics Studies SL with Algebra 2 and IB Mathematics SL with Precalculus and AP Calculus (AB or BC) and IB Mathematics HL with Calculus. These changes do not require changes to the AQ back-end programming and only requires changes to the text displayed on the AQ pages. AGREED and ACCEPTED</p> <p>9. Go Live goal is April 2 but there is concern in meeting that date.</p> <p>David was asked to present the major changes proposed. David passed out documents for council members to further review prior to the next meeting.</p> <p>Accreditation Standard II.C.5 Accreditation Standard II.C.7 Accreditation Standard IV.A.7</p>	
5.0	Student Equity Plan (SEAP) and Student Success Metrics review	Changes in Student Equity Goals/Metrics: <ul style="list-style-type: none"> • Access: successful enrollment (those who apply actually enroll) 	Barbara McNeice-Stallard and her RIE team will prepare the



Student Preparation and Success Council
 Student Services Center, 9B – Ragan Room
 March 4, 2019 – Minutes

<p><i>Barbara McNeice-Stallard confirmed to present</i></p>	<ul style="list-style-type: none"> • Retention: fall to spring • Transfer: to 4 year institution • Completion of transfer-level English and math • Earned credit certificate over 18 units, associate degree, CCC bachelor's degree • [Attained the Vision Goal Completion] <p>Barbara and staff led the council members and guests through an exercise to draw a picture that shows the journey and milestones of students.</p> <ul style="list-style-type: none"> • All 3 groups noted detours/offramps that impact students along their pathway (requirements like AQ, MAP workshop, paying fees, getting dropped, changing majors and taking the wrong classes, failing the first semester, becoming homeless, change in dependency status) • Lack of student support, not using services were also noted as drawbacks to completion • We might view the pathway as linear; the analogy of rock climbing – being clipped, making a commitment, and moving up and being safer higher up. • A milestone is enrolling in college • Hope for a degree and transfer • Utilization of services, having work study, getting CalFRESH and scholarships, getting active on campus leads to productivity and success <p><u>Summary</u></p> <ul style="list-style-type: none"> • Metrics are not linear • Lots of potential pitfalls • Harder for students to reach goals when they don't know about services and support available; don't understand financial aid 	<p>Disproportionate Impact results for SP&S Council to begin work on drafting the Student Equity Plan due to the Academic Senate in May and to the Board of Trustees in June of 2019 for submission to the state Chancellor's Office by June 30, 2019.</p> <p>Accreditation Standard I.B.6 Accreditation Standard II.A.7 Accreditation Standard IV.A.5</p>
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Student Preparation and Success Council
 Student Services Center, 9B – Ragan Room
 March 4, 2019 – Minutes

		<p>application process. Suggest advertising support programs earlier for entering freshmen</p> <p><u>Student Success Metrics Launchboard</u> Council members participated in an interactive exercise to access data on the Launchboard</p> <ul style="list-style-type: none"> • John pointed out our large non credit student enrollment is included in our outcomes measurements: transfer numbers and whether students received a degree or certificate <p><u>Mathematical Calculations for Disproportionate Impact</u> Percentage Point Gap: difference between the achievement rates between 2 groups Proportionality Index: percentage of the average rate that group achieve it versus the overall group. Barbara suggested our seeking approval to compare the highest achieving subgroups with the lower achieving subgroups instead.</p> <p><u>Disproportionately Impacted Groups:</u> based on Chancellor's Office data calculations</p> <ul style="list-style-type: none"> • Access/Enrolled: students over 30, African American, American Indian, White; Foster Youth • Retained fall to spring at same community college: students over 25, economically disadvantaged, Asian, African American, LGBT, foster youth • Completed both transfer-level math and English: students over 20, disabled, economically disadvantaged, American Indian, African American, Latinx, Pacific Islander; first generation, LBG, foster youth, veterans 	
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Student Preparation and Success Council
 Student Services Center, 9B – Ragan Room
 March 4, 2019 – Minutes

		<ul style="list-style-type: none"> • Attained degree or certificate: students 19 or younger, students 55 and older; not economically disadvantaged, foster youth • Transfer to a 4 year: students 19 or less, 35 and older, not economically disadvantaged, foster youth <p>Council members discussed the severe limitations of the Launchboard and the impossibility of drilling down far enough to determine specific DI based on ethnicity, age, gender, and other special populations. The Launchboard, for example, cannot produce a report that combines ethnicity, gender, age and income into one report. This limits the ability to develop specific interventions.</p>	
6.0	AP 5200 Student Health Services – review revisions submitted by Marti Whitford	<p>Marti Whitford presented the major changes to AP 5200:</p> <ul style="list-style-type: none"> • Ed Code 48800 was added as a reference as it pertains to the waiver of health fees for “k-12 special admission students” (Students 12 or above can be treated and are allowed contraception, STDs without parental approval). • Applications for waivers must be submitted before the end of the second week of each semester. This was recommended language by Fiscal Services. • Physical examinations for students: Instead of listing the fee amount and the programs that require fee waivers for students, only one statement is recommended “Student Health Services provides physicals required for entrance into the Mt. SAC Programs.” Suggested rewording: “Student Health Services provides physicals required for entrance into Mt. SAC programs for which physicals are required, excluding athletics. Per Education Code, student-generated fees cannot be used for athletic physicals.” 	<p>Approved to send AP 5200 forward to PAC with the recommended changes.</p> <p>Accreditation Standard I.B.7 Accreditation Standard I.C.5 Accreditation Standard II.C.4 Accreditation Standard IV.A.7</p>
7.0	BP/AP 5030 Fees (George & Francisco) – carried over from 12/3		



Student Preparation and Success Council
 Student Services Center, 9B – Ragan Room
 March 4, 2019 – Minutes

8.0	BP/AP 5040 Records (George) – carried over from 12/3		
9.0	AB 19 Promise Program update (ongoing discussion)		
10.0	Develop a schedule for AP/BP review (Lina)		
12.0	Future Presentations/discussions		
	Review concerns in using OnBase – IT representative who oversees OnBase to attend a SP&S Council meeting to review how the system works		
	Receive progress update related to current Student Equity Plan (Eric Lara)		
	BP/AP 5400 Associated Students (A.S. requests to be put on hold until further notice)		
	BP/AP 5410 Associated Student Elections (A.S. requests to be put on hold until further notice)		
	BP 5140 Students with Disabilities (under review by Grace Hanson)		
	AP 5520 Student Discipline Procedures (under review by Student Life)		
	Review status of Basic Skills Plan and Committee		



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	Next meeting dates: March 18, 2019		