



**Student Preparation, Equity and Achievement Council**  
 Online via Zoom  
 June 1, 2020 – Meeting Notes

**Members [18]**

- |  |   |  |                                      |
|--|---|--|--------------------------------------|
| <input checked="" type="checkbox"/> Audrey Yamagata-Noji, Co-Chair | <input checked="" type="checkbox"/> Lance Heard, Co-Chair | <input type="checkbox"/> Matt Munro              | <input type="checkbox"/> Ned Weidner |
| <input checked="" type="checkbox"/> Madelyn Arballo                | <input checked="" type="checkbox"/> Francisco Dorame      | <input type="checkbox"/> Donna Necke             | <input type="checkbox"/>             |
| <input checked="" type="checkbox"/> David Beydler                  | <input 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 type="checkbox"/> Shailah Arreola-Bittner | <input type="checkbox"/> Sophia Ruiz |
| <b>Student Representatives:</b>                                    | <input type="checkbox"/> Jacob Duarte                     |  |                                      |

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

Item No.		Agenda Item	Discussion	Outcome
1.0	2:00pm-2:10pm	<b>Review Today's Agenda and Minutes:</b> <a href="#">May 18, 2020</a>		May 18, 2020 minutes were approved  Accreditation Standard IV.A.7
2.0	2:10pm-2:20pm	<b>Committee Meeting Minutes for Review and Approval</b>		
a.		Student Equity – no minutes for acceptance		
b.		Assessment and Matriculation – <a href="#">May 13 minutes</a> for acceptance		Accepted minutes of May 13  Accreditation Standard IV.A.7
3.0	2:20pm-2:40pm	<a href="#">2019-20 Committee Goals &amp; Progress Report</a> – Council will report accomplishments due to the President's office by June 1 <sup>st</sup>	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	<a href="#">AQ2 Completers report</a> <i>Maria Tsai will provide further details of this report to the Council</i>	Maria developed a report: English 1A: <ul style="list-style-type: none"> <li>• More females taking stand alone than coreq; more Latinx taking coreqs, younger students tend to be enrolling in 1A/1A+coreq</li> <li>• 66% are first time students (starting summer or fall 2019)</li> </ul> Math:	Future research: <ul style="list-style-type: none"> <li>• Analyze trend for students to delay enrolling in math</li> <li>• Need to continue to analyze all data related to ethnicity, gender and age</li> </ul>



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			<ul style="list-style-type: none"> <li>• Very little difference in gender, ethnicity in terms of enrollment; slightly older in age than in English</li> <li>• 41% are first time students (starting summer or fall 2019)</li> </ul> <p>AQ2 Takers:</p> <ul style="list-style-type: none"> <li>• African Americans and Latinx students have a lower reported HS GPA</li> <li>• If HS GPA is below 2.6, they are recommended to take a coreq</li> <li>• Latinx students tend to take coreqs due to lower GPA – following the placement recommendation</li> <li>• More Latinx students are enrolling in learning communities courses than African Americans</li> <li>• More students enrolling in transfer level math did NOT take the AQ2 to place into transfer level math (41% with coreq; 44% no coreq).</li> <li>• No attempt at advanced math in HS and didn't enroll in corequisite: 75% African Americans; 62% Latinx</li> </ul> <p>Requests from Council Members:</p> <ul style="list-style-type: none"> <li>• 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)</li> </ul>	<ul style="list-style-type: none"> <li>• Look at enrollment patterns after completing the AQ</li> <li>• Look at enrollment patterns – who is enrolling as a function of how they were eligible to enroll (prior testing or current AQ testing)</li> </ul> <p>Accreditation Standard II.C.5          Accreditation Standard II.C.7          Accreditation Standard IV.A.7</p>
5.0	3:00pm-3:20pm	Recommendation for students directed to take English Writing Placement Test (David) <a href="#">English and Reading Placement Guidelines for Counselors</a>	David presented “SEE COUNSELOR” message: <ul style="list-style-type: none"> <li>• In seeing a counselor, review their “Contact AmLa” and refer to AmLa</li> <li>• 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.</li> <li>• The AQ Administrative Form is used to make the placement</li> </ul>	Accreditation Standard II.C.5 Accreditation Standard II.C.7 Accreditation Standard IV.A.7



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			READ	
6.0	3:20pm- 3:40pm	<a href="#">Student Equity Research Action Plan</a> – Eric Lara and Jaime Rodriguez to share with the Council	<p>• There is a College Reading Guided Self-Placement Tool.</p> <p>Jaime and Eric presented the “Student Equity Research Action Plan.”</p> <ul style="list-style-type: none"> <li>• Cultivating a culture of equity-mindedness that goes beyond the Student Equity Plan</li> <li>• A roadmap of research and research projects that can be made readily available to the campus</li> <li>• Assisting services, programs, instruction, experiences to provide equitable opportunities and outcomes for students.</li> <li>• 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</li> </ul> <p>Madelyn asked about cohorts for applicable metrics and the inclusion of non credit students.</p> <p>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.</p> <p>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.</p>	<p>Further updates will be provided to the Council.</p> <p>Further work on identifying Native American and Pacific Islander students is also a critical goal/task to be continued.</p> <p>Accreditation Standard I.B.6          Accreditation Standard II.A.7</p>
7.0	3:40pm- 4:00pm	<a href="#">Basic Needs Committee structure</a> – Koji and Pauline will present the purpose, function and structure of the Basic Needs Committee	<p>Koji presented the name change from Homelessness &amp; Basic Resources Committee to Basic Needs Committee. Pauline Schwartz is co-chair. 17 members are on the Committee.</p> <ul style="list-style-type: none"> <li>• An essential form of readiness to learn is basic needs security</li> <li>• 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</li> <li>• Assist with Cal Fresh food benefit program</li> </ul>	<p>Accreditation Standard II.A.7          Accreditation Standard IV.A.2</p>



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			<ul style="list-style-type: none"> <li>• Referrals to local housing agencies; partnership with LA County Hathaway Sycamores for a Peer Navigator</li> <li>• Members participate in Behavioral Wellness Team</li> <li>• 3 year grant this year – Healthy Communities: Cal Fresh Outreach grant</li> <li>• Collaborates with Student Equity on funding for food and gas vouchers</li> <li>• Moved into own location in building 67A</li> </ul> <p>Food Pantries:</p> <ul style="list-style-type: none"> <li>• 2018-19: Fall 1,759 and Spring 1,476 and Winter 138</li> <li>• 2019-20: Fall 3,374 and Winter 733</li> <li>• Total 187,000 pounds and 7,480 bags from Fall 2018 through Winter 2020</li> </ul> <p>Funding</p> <ul style="list-style-type: none"> <li>• Must continue to demonstrate our efforts through CalFresh to continue to receive funding. \$60,000 federal</li> <li>• Chancellor’s Office allocation has been one time for each of the past few years – amounts have varied. Current year funding is \$113,000.</li> <li>• Current funding for 2020-21 was removed from the May Revise budget. Funds from 2019-20 can be carried over.</li> </ul>	
8.0	4:00pm-4:20pm	<p><b>Behavior and Wellness Team –</b>          Grace Hanson and Haneen will provide the Council with a brief overview on their process</p>	<p>“Promoting Student Success Through Wellness”          Grace Hanson; Haneen Alghita-Aguilar</p> <ul style="list-style-type: none"> <li>• Thanks to Academic Senate for their leadership in this area since 2011 [Resolution 13.01-S11)</li> <li>• Began with identifying first responders, a process, developing a referral form (separate from misconduct) and training</li> <li>• Crisis: Public Safety contact/911; Conduct: Student Misconduct Form; Care: Behavior &amp; Wellness Team Referral Form</li> </ul>	<p>Accreditation Standard II.A.7          Accreditation Standard IV.A.2</p>



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			<ul style="list-style-type: none"> <li>• PROCESS: Observe concern; decide to report; create case in Maxient; urgency evaluation; ping BWT; risk assessment conducted using tool; apply intervention; feedback; case disposition</li> <li>• NABITA: National Association of Behavioral Intervention and Treatment Association – we are members and attend training and contract with them</li> <li>• SIVRA: Structured Intervention for Violence Risk Assessment</li> <li>• VRAW: Violence Risk Assessment of Written Word</li> <li>• ERIS: Extremist Risk Interview Scale</li> </ul> <p>STATS 2019-20 compared to 2018-19</p> <ul style="list-style-type: none"> <li>• Disclosure of mental health condition this year 82; last year 25</li> <li>• Academic difficult 62 versus 12</li> <li>• Suicidal ideation 25 to 11</li> <li>• Relationship issues 30 to 8</li> <li>• Housing concerns 25 to 11</li> <li>• Student impacted by event 38 to 14</li> <li>•</li> </ul>	
9.0	4:20pm-4:30pm	CARES Act update (Audrey)		
10.0		<u>Future Presentations/discussions</u> (Listed on a Separate Attachment)	Agenda items for Fall: <ul style="list-style-type: none"> <li>• Discussion with SPEAC, SE, Assessment</li> <li>• Research on students we have lost to remote instruction</li> <li>• Retention and Persistence Committee forming for the Fall</li> <li>• Review of APs and BPs – academic renewal and increasing transfer rates</li> <li>• SEAP follow-up</li> </ul>	
		<b>Next meeting dates:</b> Sept 21		