



## Student Preparation, Equity and Achievement Council

Online via Zoom

April 19, 2021 – Minutes

### Members [22]

- |  |   |  |   |
|--|---|--|---|
| <input checked="" type="checkbox"/> Audrey Yamagata-Noji, Co-Chair | <input checked="" type="checkbox"/> Lance Heard, Co-Chair | <input checked="" type="checkbox"/> Donna Necke              | <input type="checkbox"/> Tammy Knott-Silva                  |
| <input checked="" type="checkbox"/> Madelyn Arballo                | <input checked="" type="checkbox"/> Francisco Dorame      | <input checked="" type="checkbox"/> Sarah Nichols            | <input checked="" type="checkbox"/> Chisa Uyeki             |
| <input checked="" type="checkbox"/> David Beydler                  | <input checked="" type="checkbox"/> John Kuchta           | <input checked="" type="checkbox"/> Bruce Nixon              | <input checked="" type="checkbox"/> Jeanne Marie Velickovic |
| <input checked="" type="checkbox"/> George Bradshaw                | <input checked="" type="checkbox"/> Sara Mestas           | <input checked="" type="checkbox"/> Briseida Ramirez-Catalan | <input type="checkbox"/>                                    |
| <input checked="" type="checkbox"/> Monika Chavez                  | <input checked="" type="checkbox"/> Matt Munro            | <input checked="" type="checkbox"/> Lani Ruh                 | <input type="checkbox"/>                                    |
| <input type="checkbox"/> Guadalupe De La Cruz                      | <input type="checkbox"/> Michelle Nava                    | <input type="checkbox"/> Mark Josephson                      | <input type="checkbox"/>                                    |

### Student Representatives:

- Hugo Fulcheri

**Guests:** Vera Froman, Eric Lara, Lisa Amos, Rosa Ascencio, Elizabeth Casian

Item No.	Agenda Item	Discussion	Outcome
1.0	<b>Review Today's Agenda and Minutes:</b> <a href="#">April 5, 2021</a>		Minutes moved, seconded and approved by the Council.  Accreditation Standard IV.A.7
2.0	<b>Committee Meeting Minutes for Review and Approval</b>		
a.	Student Equity – <a href="#">March 22</a> minutes received for acceptance	Item 4.0: spelling error: Bettina	March 22 minutes accepted by the Council  Accreditation Standard IV.A.7
b.	Assessment and Matriculation – <a href="#">March 24</a> minutes received for acceptance	David shared that one update from this meeting was the removal of Math 110S from AQ. Sara shared that Math 110S has historically been difficult for counselors to recommend, since CSUs would not accept the class. If a student is transferring to a CSU, the student will have to take Math 110.	March 24 minutes accepted by the Council  Accreditation Standard IV.A.7
c.	Retention and Persistence – <a href="#">March 23</a> minutes received for acceptance	The committee continued to discuss the barriers to student success from a student perspective (what support is needed and the gaps) and a faculty perspective (what could be done to	March 23 minutes accepted by the Council.  Accreditation Standard IV.A.7



## Student Preparation, Equity and Achievement Council

Online via Zoom

April 19, 2021 – Minutes

		<p>address some of the gaps), and the different strategies to support students in specific areas.</p> <p>The committee plans to revisit these ideas, develop best practices, and see how we can share some of the gaps that have been identified with other committees.</p>	
	Action Items		
	Presentations/Informational Items		
3.0	<p>ESL Adoption Plan (David and George)</p> <ul style="list-style-type: none"> <li>• <a href="#">ESL Adoption Plan</a></li> <li>• <a href="#">Assessment Process for Students without HS Diploma</a></li> </ul>	<p>David and George provided an update to the Council on the ESL Adoption Plan. Elizabeth Casian was present to answer any questions.</p> <p>David noted that the ESL Adoption Plan is based only on credit ESL only. It is due to the Chancellor’s Office by July 1<sup>st</sup>, 2021 and needs to be signed by the College President and the President of Academic Senate.</p> <p>The plan contains a number of questions regarding the College’s strategy for assessing and placing English language learners. In April 2021, a sub-workgroup from the Assessment and Matriculation Committee worked on answering the questions on the form.</p> <p>One of the most important questions was question #2, which addresses the development of the Adoption Plan and the approval process. Our answer stated that “several options were explored, including a pilot study where students were shown sample passages to self-identify reading, writing, and speaking levels. This was done concurrently, while concurrently placing students, using a local placement test called the Assessment of Written English (AWE). After reviewing initial results and satisfaction survey data from faculty, we found that students tended to underplace themselves, so the American Language (Credit ESL) department determined that the pilot did not result in accurate placement of students.” (ESL AP, #2). This is the background of what was being worked on. Then, at the</p>	<p>The Council moved, seconded and approved to move the ESL Adoption Plan forward to Academic Senate, and continue to ask questions as they come.</p> <p>Accreditation Standard II.C.5          Accreditation Standard II.C.7          Accreditation Standard IV.A.5</p>



## Student Preparation, Equity and Achievement Council

Online via Zoom

April 19, 2021 – Minutes

recommendation from the Chancellor's Office AB 705 ESL Advisory Workgroup, our current adoption plan was developed by AMLA and English faculty, then approved through Mt. SAC's governance process.

Question #3 requests to attach documents relevant to question #2. The workgroup attached an overview of what our current processes are. Although it does not describe the development of our previous work, it gives an overview of where we are now and what the development was headed towards. The document addresses what the AMLA faculty are doing when students are directed to see the AMLA department. It looks at some "can do" statements and choose which "can do" statement they feel fits them, as well as their corresponding recommendations for where they should go. The document also gives guidelines for counselors when the AQ recommends students to them, as well as how to update English and reading eligibilities using the AQ back end.

Lance suggested that it would be good to have a Q&A section available under the READ Override area. Providing this information upfront to a student would be more equitable. David said that the AQ does provide guidance on the difference between READ 90 and READ 100 courses, as well as the guided self-placement tool. David will bring the suggestion to add an FAQ section under the READ override section to the READ department and Assessment and Matriculation Committee.

Donna suggested that information be provided for the students who have been issued a high school equivalency and clarification on what to do with this substantial population (GED, HiSET). David said that for those students who select either high school diploma or equivalent, the default placement is English 1A and READ 90. When a student gets a READ 90



## Student Preparation, Equity and Achievement Council

Online via Zoom

April 19, 2021 – Minutes

placement, they'll have some information going along with that, which helps to determine if READ 90 or READ 100 is the level they're at.

The students who have the equivalencies may be more familiar with the GED/HiSET terminology. So adding the terms would help the students navigate the system better. David said that in terms of eligibility, Title 5 states that if someone has a high school diploma or equivalent, then they are eligible for English 1A.

Audrey said it would be good to have further discussion in the Assessment and Matriculation committee, since there are both credit and noncredit counselors on the committee. Just so that everyone understands and interprets the assessment document in the same way.

Question #9 said, "please describe the placement process used to place students without a U.S. high school diploma or the equivalent." David said this question was worth mentioning to the Council. Students take the AQ. The AQ then collects information about the student's educational background. Students who don't have a U.S. high school diploma or equivalent will be given one of three different placement messages. One of the messages is to see a counselor to determine whether the student is an English language learner, so counselors help the students self-assess their English writing abilities.

Question #25 talks about the implementation of AB 705 into Title 5, which is about informing students of their rights to access transfer-level coursework in English or credit Academic ESL. It states where to include our Multiple Measures placement policy and other placement processes in the college catalog, orientation, advisement materials, our college website and written communications by Counseling services. This all



## Student Preparation, Equity and Achievement Council

Online via Zoom

April 19, 2021 – Minutes

		<p>needs to align with the new placement system. We also have to report to the Chancellor’s Office annually and then the placement of results need to be publicly posted somewhere on our website. David shared that links are being posted on the Assessment Center website and the AQ website.</p> <p>Mt. SAC’s adoption of the Assessment Questionnaire is beyond what most colleges are doing. We use it as a guidance tool for students, so they’re not just being placed. Normally, students fill out the common “CCCApply” application, answer a couple of questions about high school courses and they are given a recommendation. Ours is very elaborate, with a lot of information embedded in the AQ, as well as the videos.</p> <p>The ESL Adoption Plan is to submit a plan of what we intend to do and there will be a 2-year span of data collection. Because the report is extensive, the Council’s consensus is to move the plan forward to Academic Senate.</p>	
4.0	<p>Fall 2020 AQ Survey Results (David and Vera Froman)</p> <ul style="list-style-type: none"> <li>• <a href="#">Fall 2020 Faculty &amp; Student Responses</a></li> </ul>	<p>Vera Froman from the RIE department presented a report on student and faculty responses to the Fall 2020 Assessment Questionnaire Impact Survey. The survey looks at student perception of the AQ placement process. The students were asked about the placement process, the materials that they viewed, the information that they received, and which parts they found helpful. They were also asked about their perception of their placement, how they feel they are doing and if the course is at the right level for them.</p> <p>The faculty survey asked the faculty member to rate each student. They were asked to look at the course content, look at what the student has been doing, and give their perception of the student’s placement (whether it’s the right level of difficulty for them).</p>	<p>Informational Item</p> <p>Accreditation Standard II.C.5          Accreditation Standard II.C.7          Accreditation Standard IV.A.5</p>



## Student Preparation, Equity and Achievement Council

Online via Zoom

April 19, 2021 – Minutes

The report included both faculty and student responses collected from October 12-29, 2020.

Students enrolled in English, Math, LERN, READ, or AMLA class with specific CRNs were asked to complete the survey. Faculty members were also notified which classes they would be providing evaluation on. Over 5000 survey invites were sent to students. Of that 5000, 4617 were unique students, 179 unique CRNs and 134 unique faculty members. We received a total of 829 students and 67 faculty that completed the survey. Based on the data, there is a lot of agreement between the students and the faculty that they're in the right course level for where they're at.

Student were asked about their decision process after receiving their AQ placement.

Over 53% said that they followed the AQ recommendations and when deciding on which class to take, they decided to take what the AQ told them to take.

70% of students said they were confident that they were doing to pass the class.

Students were asked, how confident they felt that they would pass when they registered for the class. 37% of students said they were confident that they would pass and 29% said that they were somewhat confident.

Question 9: Only 37 students were given this question as an option because they said that the course was too difficult for them.

Question 10: Asks why they enrolled in class. 39.9% stated that it was the next course in the sequence of courses needed. In addition, those registered in a math course had extra questions. 32.5% of students were enrolled in Math 71. Those enrolled in Math 71 were then asked why they enrolled in that specific class. The majority of these students said they only needed Math 71 for their program/associates degree.





## Student Preparation, Equity and Achievement Council

Online via Zoom

April 19, 2021 – Minutes

it was an analysis examining all submitted Student Equity Plans.

Key Terms that the practitioners reviewed: **Equity, Race Consciousness, Equity Minded and Inquiry.**

Eric focused on Equity Minded, as it did reflect back on some of the feedback and comments Mt. SAC received.

Equity Minded is defined as being willing to assume responsibility for the elimination of inequality. This basically means that, as a campus, as faculty, staff and administrators, do we recognize where we are having issues with our students? Do we recognize where we set barriers up for students? Are we being honest and truthful to have those open conversations and to change the structure for the campus?

Another term to focus on is Inquiry. Are we surveying? Are we talking to students? Are we working with the research office?

An overview of how the state did, as a whole, shows that each campus averaged between 5-25 activities.

The practitioners also reviewed equity asset types: structures, programs, personnel, policies, capacity building – general, capacity building – equity (Race Conscious), and culturally relevant curriculum development.

Mt. SAC submitted 6 total activities as part of the equity plan.

The majority (67%) of activities in the equity plan were identified as “programs,” 17% as “capacity building – equity (race conscious),” and 16% as “structures.” The 4 Mt. SAC activities that fall under “programs” are “Equity-Focused Programs,” “Onboarding,” “Academic Support Centers and Learning Support Interventions,” and “Completion.” The remaining 2 activities (“Research” and “Professional Development”) fall under the “structures” equity asset type.

Reviewers examined all activities submitted by the colleges to understand if the corresponding metrics for the activity were “Race-Specific” or “Race-Neutral.”





**Student Preparation, Equity and Achievement Council**  
 Online via Zoom  
**April 19, 2021 – Minutes**

		<p><b>Race-Neutral Metrics:</b> None of the metrics refer to a specific racial group (i.e., Black) for that given activity</p> <p><b>Race-Specific Metrics:</b> At least one of the listed metrics refers to a specific racial category (i.e., Black or Latinx students)</p> <p>For Mt. SAC, all 6 activities had corresponding metrics that were race-specific. This means that all of the activities submitted specifically named at least one racial ethnic group within the metrics targeted by that activity.</p> <p>In addition, of the 6 activities, 17% has an activity description that was race-specific and 83% race-neutral. This means that the majority of activity descriptions submitted did not name at least one racial-ethnic group within the description of that activity. While the majority of metrics associated with each activity were specific to race, the descriptions were primarily race-neutral.</p> <p>Of the 6 activity descriptions submitted, half were focused on student services, 17% had insufficient information, 17% were neither student services nor classroom-focused, and 16% were classroom-focused.</p> <p>Chisa said that we designed the activities to meet the needs of the students.</p> <p>The original plan was not written the way the metrics were chosen.</p> <p>Eric says that the recommendation is that our activities should be more race-specific. The plan is written generically in the language of students, programs and departments. Moving forward, this poses a good alert when writing the next plan to steer from race-neutral language and being more race-specific.</p>	
6.0	Mountie Money Management Center (Lisa Amos) <ul style="list-style-type: none"> <li>• <a href="#">MMMC Report</a></li> </ul>		Carried over to the next meeting



**Student Preparation, Equity and Achievement Council**  
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**April 19, 2021 – Minutes**

	<b>Future Presentations/discussions</b>		
	Joint SPEAC/SEC meeting on Title V (Lisa Rodriguez and Diana Felix) May 3rd		
	Faculty and Student Toolkits (Emily Versace)		
	Administrative Procedure – Student preferred names		
	<a href="#">See attached</a>		
	<b>Next meeting dates:</b> May 3, May 17, June 7		