



Student Preparation, Equity and Achievement Council
 Online via Zoom
May 2, 2022 – Minutes

Members [23]

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| <input checked="" type="checkbox"/> Audrey Yamagata-Noji, Co-Chair | <input checked="" type="checkbox"/> Roger Ellis, Co-Chair | <input checked="" type="checkbox"/> Sara Mestas | <input checked="" type="checkbox"/> Patricia Quiñones |
| <input type="checkbox"/> Esteban Aguilar | <input checked="" type="checkbox"/> Eva Figueroa Morales | <input type="checkbox"/> Michelle Nava | <input type="checkbox"/> Briseida Ramirez-Catalan |
| <input type="checkbox"/> David Beydler | <input checked="" type="checkbox"/> Kelly Fowler | <input checked="" type="checkbox"/> Donna Necke | <input type="checkbox"/> Lani Ruh |
| <input checked="" type="checkbox"/> George Bradshaw | <input checked="" type="checkbox"/> John Kuchta | <input checked="" type="checkbox"/> Bruce Nixon | <input checked="" type="checkbox"/> Chisa Uyeki |
| <input checked="" type="checkbox"/> Monika Chavez | <input type="checkbox"/> Mark Lowentrout | <input type="checkbox"/> | |
| <input checked="" type="checkbox"/> Francisco Dorame | <input type="checkbox"/> | <input type="checkbox"/> Joshua Suchoza | <input type="checkbox"/> Student Representative |
| Student Representatives: | <input type="checkbox"/> Martin Chau | | |

Guests: Lisa Didonato

Item No.	Agenda Item	Discussion	Outcome
1.0	Review Today’s Agenda and Minutes: April 18, 2022 minutes		Minutes moved, seconded, approved by the Council. Accreditation Standard IV.A.7
2.0	Committee Meeting Minutes for Review and Approval		
a.	Student Equity – April 11 minutes received for acceptance	Bruce provided the Council with an update from the April 11 Student Equity Committee meeting. There had been a lot of work with the “Equity Champion Workgroups.” Diana Felix reported on the first annual Student-Led Equity Conference funded through Title V and planned by Title V ambassadors. Upcoming events include the “2 nd Chance Month” in April and the “LatinX 4 th Annual Graduation Ceremony.” in June. Item 7.0 Gender Identities Statement: Ann Walker reached out to the Student Equity Committee for a recommendation regarding disclaimer language addressing gender identities in textbooks. Item 9.0 Research Update: Jaime Rodriguez shared the dashboard available on the Research department’s data page. Some of the dashboard is now available in PIE to incorporate equity information directly into PIE.	Minutes moved, seconded, accepted by the Council Accreditation Standard IV.A.7



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		Roger stated that he was putting together the report to bring to Academic Senate on Native American Initiative.	
b.	Assessment and Matriculation – no minutes received for acceptance		
c.	Retention and Persistence – April 12 minutes received for acceptance	Patty shared an overview of the April 12 Retention and Persistence meeting with the Council. The committee reviewed the National Assessment of Collegiate Campus Climates Fall 2020 Results Report and Climate Survey. The biggest discussion was with James Reed, the STEM Center Program Coordinator on his dissertation presentation. His dissertation explores the academic experiences of black community college students. The committee felt it would be very helpful to have him back and possibly start drafting a list of recommendations to support our black students. Recommendation to agendaize the National Assessment of Collegiate Campus Climates Fall 2020 Results Report and Climate Survey at the next SPEAC meeting.	Minutes moved and seconded, accepted by the Council. Accreditation Standard IV.A.7
d.	Textbook and Materials – April 7 minutes received for acceptance	Monika shared with the Council that the committee discussed the Zero Cost FAQs and prioritizing a more unified process across campus on how to report low or no cost materials. The Goal is to have by Spring/Fall 2023; however, there are other filters being worked on (such as graphing calculators).	Minutes moved, seconded and accepted by the Council. Accreditation Standard IV
3.0	AP 5055 Enrollment Priorities: review President’s request for additional modifications related to Dual Enrollment (needs to go back through the process to include language on AB30)(George will provide update) Clean Copy – PAC approved 09.22.2021	George and Madelyn shared that this AP has gone back and forth through governance a few times. AP 5055 was originally sent through governance because CVC student centered exchange students needed to be included. The main reason why this AP was kicked back was because of the new noncredit single population and their registration priority. Extent that noncredit students were going to get a registration priority. Felt that the noncredit matriculated would encompass the intent, which was to support noncredit student for their first semester. George referenced the October 18, 2021 SPEAC meeting minutes stating “when they enroll with us, we want them to count them as a first-time freshman. Which means they would start at zero and their	Chisa will move AP 5055 to AMAC and present to president. Can then move forward to PAC with existing information and sent to Board as informational item. Accreditation Standard I.B.7 Accreditation Standard I.C.5 Accreditation Standard I.C.8 Accreditation Standard I.C.10 Accreditation Standard IV.A.7



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registration date would be at the end.” There is 2 major parts: we want the students to submit one application. Right now, the special admit process, they have to apply for every term. The processes that are intertwined can be challenging, so it is working on building that and decoupling certain things, and being able to count them where they’re supposed to count. George says this is likely not going to happen on the same timeline that AP 5055 needs to move forward. It broader than just enrollment priorities. Ultimately, the goal, for example, the continuing special admit student would be to be able to achieve five units and get a registration appointment, based on the five units achieved at Mt.SAC, rather than based on being a new applicant. The other part is the noncredit piece and how their registration appointments would be assigned, which is the same thing relative to when they leave noncredit and become a regular matriculated credit student. They would get a registration date based on the number of units they have achieved here. Based on the first transition term, they are going to get an earlier registration date, where it says noncredit matriculate. As the student continues, they will get a date based on the number of units that they have achieved here.

Previous and current changes:

- ~~Non-Credit~~ **Noncredit**: Matriculating ~~non-credit~~ **noncredit** students including all ABE, ESL, and VESL students.
- **Category 2**: Members of competitive athletic teams, musical performance groups, forensics, dance/cheerleading, other performance groups, Associated Student Government Officers, new students who have completed matriculation through the Connect 4 program, and matriculating ~~non-credit~~ **noncredit** students including all ABE, ESL, and VESL students.
- **Category 8: California Virtual Campus Student-Centered Exchange students.**



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4.0	<p>ASCCC S22 Resolution 03.05 Disaggregate Asian and Pacific Islander Student Data (Lisa DiDonato)</p>	<p>Lisa Didonato shared a presentation on “Disaggregate Asian and Pacific Islander Student Data,” in reference to ASCCC Resolution 03.05. The “Traditional Reporting Method (IPEDS Methodology),” is what the federal government came up with and the traditional way that we see race and ethnicity. For Fall 2021 Credit Enrollment, 4954 out of 25,172 students (20%) are listed as “Asian.” ASCCC Resolution 03.05 states that the “Asian and Pacific Islander (API) population is more heterogeneous than any other racial group in the US, with more than 48 ethnicities, over 300 spoken languages, various socioeconomic statuses, immigration histories, cultures, and religions, and ‘Asian American’ is a political term originally intended to unite Asian sub-groups in a unified fight for justice and equity, and the California Community Colleges Chancellor’s Office (CCCCO) only publicly disaggregates API students into three ethnic groups—Asian, Filipino, and Pacific Islander—and therefore misrepresents the needs of underserved API populations.” We redefine the data disaggregation process so that we can see some of those finer details of these 48 ethnicities. They are urging this not only at the Chancellor’s office level, but at the institutional and local level. What does this mean for us?</p> <p>For many years, we have been collecting 21 categories from the CCC application. Per the U.S. Department of Education guidelines, colleges are required to collect this racial and ethnic data.</p> <p>As of 2018, on CCCapply, they started collecting 200+ categories. Each of these major categories is a drop down in smaller groups. Lisa shared 3 different student examples that posed problematic when using the IPED methodology.</p> <ul style="list-style-type: none"> • Student A had identified themselves as Hispanic, Latino, Central American and American Indian/Alaskan Native. Using IPEDS methodology, Student A will be reported as Hispanic, Latino. They will not be counted among the American Indian/Alaskan Native students, or Central American students, or two or more races. 	<p>Accreditation Standard I.B.6 Accreditation Standard II.A.7 Accreditation Standard IV.A.5</p>
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- Student B has identified themselves as Black or African American and American Indian Alaskan Native. Using IPEDS methodology Student B will be reported as Two or More Races and they will not be counted among the American Indian/Alaskan Native students, or Black or African American students.
- Student C has identified themselves as American Indian/Alaskan Native. Using IPEDS methodology, Student C will be report as American Indian/Alaskan Native.

We are losing a lot of fine gradation and understanding about our population of students when we apply the IPEDS method, which is being called out in this resolution. The resolution is asking for us to look deeper into these categories, so we can better identify the needs and the identities of the students we serve.

Chisa shared that Lisa had also done the work Native American and Native Alaskan populations and wanted Senate to be aware of it. Would also like to think about our language with it and that we are losing students in the data. The implications of this can mean that we are losing them in the account for services or losing them for an understanding of what services are. This is where we need to look at it because it is important that students are able to identify authentically with their multiple identities. If they understood that they are actually getting filtered in, but they are not being counted this way. Counting students in one area and not in another is representing the systems of oppression. Being aware that we are not acknowledging people's full identities, we should think about what that means for how we operationalize based on the data.

Chisa says that we should be showing and using the data wherever possible since it fully articulate our actual students.
Bruce shared that as the Native American relationships are moving forward, we are looking at more accurate numbers.



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		<p>Even though the numbers do not add up it does not reflect the population accurately at Mt, SAC. Roger shared that specifically the DEISA council should have all of this information reported to them.</p>	
	<p>5 Minute Break</p>		
<p>5.0</p>	<p>AB 705 Report (Kelly and Chisa)</p>	<p>Chisa and Kelly shared the AB 705 report that is due to the Chancellor's office by July. Every community college was required to submit this report. Was called AB705 and now being called "Equitable Placement and Completion." This report is specifically on English and math validation of practices and improvement plans. For credit ESL (AML), we anticipate doing something similar in the future. For this report, we were required to look at our data and make a choice between 3 options: <u>Option 1:</u> As of fall 2021, the college has already effectively implemented AB 705, meaning there is default transfer-level placement in both math/quantitative reasoning and English AND no pre-transfer level enrollments (including multi-term or transfer level courses). If this is true of your college, no further reporting is required. <u>Option 2:</u> By fall 2022, the college will have default transfer-level placement in both math/quantitative reasoning and English AND no pre-transfer-level enrollments (including multi-term transfer-level courses). <u>Option 3:</u> The college will have default transfer-level placement and enrollment into math/quantitative reasoning and English for all or most students by fall 2022 but will continue to enroll some students into pre-transfer level courses, either by requirement or choice.</p> <p>Since the Chancellor's office required certain data to justify each of the choices and how they required us to report, we chose the choice of no pre-transfer level enrollments beginning in fall 2022 (choice 2).</p>	<p>Jimmy Tamayo will be invited to the next SPEAC meeting to discuss the Math department and the pre transfer options.</p> <p>Accreditation Standard II.C.5 Accreditation Standard II.C.7 Accreditation Standard IV.A.5</p>



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Chisa shared that the understanding of the law AB 705, as it was written, was about placement. This Council and Assessment and Matriculation Committee has done a lot of work to really address how we do placement. There have been really strong findings that students succeed and complete more rapidly when placed directly into transfer level English and math. The concern is for the students who don't succeed in a year or succeed on their first few attempts.

The challenge is that the current interpretation of AB 705 with the Chancellors office and the change in the narrative from being about placement and some being about enrollment. With planning, both English and math started early. Both departments have worked hard to be thoughtful about what our students' needs are and how to meet them. We were working on what the law actually says, which is how we do placement, but now it's being interpreted as how we enroll students. Option 2 says no pre-transfer level enrollments, so we cannot have these classes available and allow students to enroll.

There were a series of meetings with AB 705 coordination and department chairs on what this all means and what it looks like. There was a confidence on their part with the students that enrolled in Math 71 would be successful in Math 100. Choosing option 2 meant that there were some other steps we didn't have to take if we chose option 3. If we were to choose option 3, we can continue to allow enrollment into pre-transfer level, but students enrolled would have to complete as quickly (or quicker) than those who were enrolled in transfer level. With Maria Tsai's help from RIE, we couldn't really choose 1 or 3. With the assistance of math and English departments, a majority of faculty came to option 2.

Jimmy Tamayo came to Academic Senate Exec to speak about the changes in Math. How do we make sure we give students what they need and that what we are able to offer what they need in terms of what their major is? There were a couple of questions on this form on how we speak to other courses (such as Psych 10) that we use to meet qualitative requirements.



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		<p>Sara shared that Jimmy did a great job of explaining and talking about what the math department has planned and that would be useful for the committee to hear. Suggesting to have Jimmy Tamayo come to this council to talk about the changes.</p> <p>Kelly says we'll take this through and submit to the Chancellor's office. Not sure what feedback will come with this and other AB 705 reports. Madelyn inquired about the noncredit language in AB 705 and AB 1705. Madelyn says that a few folks spoke to the Chancellor's office last week about certain language that did not need to be in there. The concern is that it talks about circumventing the process using noncredit, which was felt to be unnecessary. The Chancellor's Office response was that this was mainly for new programs that were implementing a noncredit program or colleges that were moving their classes to noncredit or credit. It would not be an effective way, in our opinion. Madelyn says that they did let the Chancellor's office know the concern of the messages sent to noncredit programs, who were established for years. The task, mission and function was doing the work of promoting students to credit, getting them ready for employment through the use of basic skills.</p> <p>Messages sent to noncredit programs The Chancellor's Office stressed the fact that this is a language about placement. Noncredit program does not have placement. Did not feel completely satisfied about the remarks.</p> <p>In addition, there were actual language in the bill that was not correct. The AB 705 Report has passed through Academic Senate and AMAC.</p>	
6.0	<p>California Acceleration Project: AB1705 Addresses Inequitable Implementation of AB705</p> <ul style="list-style-type: none"> • AB 1705 Practitioner Support Letter • AB 705 and AB 1705 Q&As 		Carried over to the next meeting



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7.0	Zero Cost FAQs (Monika)	<p>The Textbook and Instructional Materials committee came up with a list of FAQs, based on what other institutions have been doing on questions regarding the no cost, and soon to be implemented low cost, filter. This was based on what Dominguez Hills did and what Portland Community College did. For the Zero Cost filter, the interpretation that the TIMC chair presented to Academic Senate 2 different interpretations of the law: include all course costs (even those not necessarily required); or just instructional materials. Monika saw that the decision was made for only instructional material costs and not all costs. Non-instructional costs will be included in the class description, but does not impact the zero cost designation. For example, safety equipment or graphing calculators is not an instructional cost.</p> <p>Chisa says that the FAQs is doing more than just explaining how it's going to happen. It makes statements that could be considered a position of what we are including and what we are not including. Therefore, the Council should vote to recommend/not recommend on the content, then go to Academic Senate. Should we have it go through with one reading? John says that the welding department has a list of readying content but it is not necessarily required. There are also items such as the required footwear.</p> <p>Maybe with vocational the only determination is no fee for textbooks, but other fees for lab requirements, etc. One college has zero cost icon has a note that says "additional fees may apply." A student would want to know, what is my general cost? John says it should be focused on Textbook costs alone at this point. There may be too many variations among departments to allow for the clarity we are looking for. Monika says there's a fine line on what non instructional costs is and what is not. The Higher Education Opportunity Act states that we need</p>	<p>Monika will review this further with the Textbook and Instructional Materials Committee. The revised Zero Cost FAQs will come back to the Council for review and approval.</p> <p>Accreditation Standard I.C.2 Accreditation Standard I.C.6 Accreditation Standard II.A.7</p>
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		<p>to be transparent with costs, in which we do at the bookstore. The TIMC is looking at more ways of marketing.</p> <p>Chisa says that Title V is clear on what instructional materials and non-instructional, required materials are. How we make it transparent for the students in the schedule, but not confusing, is challenging. Part of what we want to do is explicitly define. Only concern is having the zero cost icon displayed for some classes that have required materials that are not covered under this can be misleading. Monika says one of the issues would be the classes that do not use the traditional textbook. There could be a way to write or display on the schedule with an icon that states, “additional fees apply.”</p> <p>The hope is that the additional fees can be included in the additional description area. Michelle recommends that all of the requirements that are listed on the syllabus should be included in the description view on the schedule of classes.</p> <p>Textbook and Instructional Materials meets this Thursday. Monika will take this back to the committee to see if this can move forward to Academic Senate Exec. If the committee feels that other things need to be worked on, it will come back to the Council for approval.</p>	
8.0	Review agenda items for remaining meetings		
	Future Agenda Items		
	AB 963 (Andi Sims)		
	2022-25 Student Equity Plan Template Workgroup update		
	Next meeting dates: May 16, June 6		