

Attending:

ü	Patty Quinones (Co-Chair)		Sun Ezzell	ü	Gizelle Ponzillo	ü	Beatriz Rivas (Student)
ü	Shiloh Blacksher (Co-Chair)	ü	Hong Guo	ü	Carlos Santana	ü	Jaime Rodriguez (Guest)
ü	Haneen Aguilar		LaTasha Hagler	ü	Ned Weidner		
ü	David Beydler		Lesley Johnson	ü	Marcell Gilmore		
ü	Elizabeth Casian	ü	Jasmine McLeod	ü	Susan Wright		
ü	Julie Cortez	ü	Sara Mestas		Tiffany Kuo (Guest)	ü	Doris Torres (Recorder)

Regrets: Lesley Johnson, Sun Ezzell, LaTasha Hagler

	Topic	Discussion	Outcome
1.	<ul style="list-style-type: none"> <li>Welcome, Introductions, Announcements and Approval of Minutes.</li> </ul>	<ul style="list-style-type: none"> <li>Announcement: AB 705 implementation memo has been postponed until further notice.</li> <li>Committee viewed 10.12.21 meeting minutes. There was a motion to approve meeting minutes.</li> </ul>	<p>Committee members have approved 10.12.21-meeting minutes.</p> <ul style="list-style-type: none"> <li>Click to view R&amp;P <a href="#">Minutes 10.12.21</a></li> </ul>
2.	<ul style="list-style-type: none"> <li>Designing for Student Success: Innovations in Enrollment, Persistence and Learning webinar update (Patty &amp; Marcell)</li> </ul>	<ul style="list-style-type: none"> <li>Patty and Marcell attended Innovations on Enrollment, Persistence, and Learning webinar. Patty gave a brief webinar overview of the presentation to the committee.</li> </ul>	<ul style="list-style-type: none"> <li>Webinar recordings are available on Chancellors website.</li> </ul>
3.	<ul style="list-style-type: none"> <li>Committee Goals and Progress Report</li> </ul>	<ul style="list-style-type: none"> <li>Patty shared 2021-22 Committee Goals and Progress Report sheet; she informed the committee that the Retention and Persistence 2021-22 goals are due by November 5, 2021; these goals must align with College goals.</li> </ul>	<ul style="list-style-type: none"> <li>Committee members worked together on completing Retention and Persistence goals to meet November 5, 2021 deadline.</li> <li>The Committee Goals and Progress Report document will be sent to SPEAC</li> </ul>

			<p>for approval, once approved, SPEAC will forward the information to the President's office.</p>
<p>4.</p>	<ul style="list-style-type: none"> <li>• High Impact Practices Presentation on <a href="#">Understanding Factors Lead to Student Success for Men of Color</a> (Jaime Rodriguez)</li> <li>• <a href="#">Longitudinal Study at Mt. SAC</a> - (Patty)</li> </ul>	<ul style="list-style-type: none"> <li>• Jaime Rodriguez presented on Understanding Factors that Lead to Student Success for Men of Color on: <ul style="list-style-type: none"> <li>○ Community colleges serve as the primary pathway for both Latino and Black men into postsecondary education,</li> <li>○ Data shows that in many markers of student success at the community college level, disparities exist between men of color (Black and Latino men) and their counterparts.</li> <li>○ “When Latinos do start their college education at a 2-year rather than a 4-year institution, their chances for attaining a bachelor’s degree are significantly diminished.</li> <li>○ “Men of color have greater aspirations than White males, but are less likely to reach their goals</li> </ul> </li> </ul> <p>The objective is to determine what factors contribute to success for men of color in community colleges by reviewing scholarships focusing on this specific student population.</p> <p>Patty, Marcell, and Jaime met and discussed Longitudinal Study at Mt. SAC, the student experience as they go through their college career for credit and noncredit students.</p> <ul style="list-style-type: none"> <li>• Patty proposed recruiting first-year college students in the Fall of 2022 and reaching out to them about their college experience, such as asking them about the student experiences: <ul style="list-style-type: none"> <li>○ Working with counselors, programs on campus, outreach program,</li> <li>○ Reach out to student's multiple times during the term and at the end of the year,</li> <li>○ Adding focus groups, data collection, focusing on guided pathway pillars,</li> <li>○ How students are getting started and staying on track, as well as their experience in and out of the classroom,</li> </ul> </li> </ul>	<p>Committee members shared the following questions, comments, and ideas in relation “Understanding Factors that Lead to Student Success for Men of Color”.</p> <ul style="list-style-type: none"> <li>• Was the focus only on Black Males and Latino's?</li> <li>• What year was the research project completed? <ul style="list-style-type: none"> <li>○ Research project completed in 2016 with no major changes since 2016.</li> </ul> </li> <li>• What is the significant of having an African American teacher at the early age and how they think about education?</li> <li>• Flag the research that have specific factors and are more important for men of color rather than other demographics.</li> </ul> <p>Committee members shared the following thoughts and ideas on “Longitudinal Study at Mt. SAC”:</p> <ul style="list-style-type: none"> <li>• Who are the target age groups? <ul style="list-style-type: none"> <li>○ The Cohort should be enough to focus on.</li> </ul> </li> <li>• Focus on larger cohort of possibly smaller cohort, still thinking about what cohort to focus on.</li> <li>• This study would be helpful for students, students want to be cared for and know the College is investing their time in their success. We validate their experience.</li> <li>• Getting involved with those students who do not want to be involved with this study. Find out if they transferred or graduated. What happens with students after they leave college?</li> </ul>

		<ul style="list-style-type: none"> <li>○ Did students earn a degree, transfer, and get a job? What are other outcomes,</li> <li>○ Possibly collect internal data on first year KPI's for instance number of units earned every term or year, completion of transfer of English and math. Identify 2<sup>nd</sup> year KPI's, contact students who did not enroll, and provide data in each term, looking at short term data, long term data, quantitative data, and qualitative data,</li> <li>○ Possibly reaching out to external partners for support, building a research partnership with UCLA for resources or funding.</li> </ul>	<ul style="list-style-type: none"> <li>• Designing a data collection based on the student journey, such as first-year students and college onboarding. Do you have any concerns about your in counter, student journey/ Are services required?</li> <li>• Thinking about how we can provide this information to students when they request it? Instruction in the classroom or out of the classroom. Experiment with a text message to students.</li> <li>• Keep track of the students' progress by having communication on obstacles they have encountered.</li> <li>• Students care about their future. The concerns on how they are taught or ignored in class.</li> <li>• Marcell attended a workshop, the discussion was on student success, and the expectation of teaching was the most important factor.</li> <li>• How we can make this project more personal to the students?</li> </ul> <p>One committee member shared the following link:</p> <ul style="list-style-type: none"> <li>• <a href="#">California community colleges unable to justify placing students in remedial classes, study finds.</a></li> </ul>
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Issue Bin/Future Agenda:

Future Meeting: November 9<sup>th</sup>, 23<sup>rd</sup>