SPEAC- Compiled draft of ISER sections for review, Fall 2022

*Note that we have not yet reached the stage of copy edits or writing style revisions. This semester we are focusing on getting all necessary content and evidence in place. Line by line edits are not requested, just a read through to check for accuracy. Does this narrative correctly reflect the policies, practices, and procedures of SPEAC work? Also at the bottom, there is a place for an additional example if there's something, you'd like us to highlight from SPEAC's recent work that is not yet included.

Mission

I.A.3

Institutional Effectiveness

I.B.4

I.B.6

Shared Governance

IV.A.4

## I.A Mission

Integrated planning meetings throughout the year bring together the different constituency groups, with the College Mission and goals as the driving force. Out of these meetings, focused plans are developed to address the evolving needs of the student population.  Bi-annually, a coordination meeting/summit is held with all categorically funded programs and all programs and services identified in the Student Equity Plan and receiving Student Equity and Achievement Program (SEAP) funding to share progress, best practices, and ongoing concerns. Efforts to combine resources and adopt additional strategies to improve successful Student Equity outcomes are reviewed and developed for implementation. This implementation process is completed by constituent groups that include management, faculty, staff, and students. Specifically, workgroups from the Student Preparation, Equity, and Achievement Council (SPEAC) bring constituent groups together to create and enact the Student Equity Plan **(I.A.3 Student Preparation Equity & Achievement Council Members) (I.A.3 Student Equity Plan 2019-2022**).

## I.B Institutional Effectiveness

**4.** The College's integrated planning process is systematic and includes its Strategic Plan, Planning for Institutional Effectiveness (PIE), outcomes assessment, and resource allocation. The PIE program review process is an annual mechanism for planning, evaluating, and documenting accomplishments and challenges. It is a bottom-up process which begins at the unit/department level and moves up the institutional hierarchy through management to the executive level. (**IB.4 Process map of integrated planning).** Annual PIE reports require all areas to evaluate their accomplishments, examine the impact of internal and external forces on their work, evaluate their effectiveness using data, think critically about student learning outcomes assessment and its impact on student learning, as well as to plan how to improve student learning and all support services (**IB.4 Sample PIE Report Mental Health Unit).**  Mt. SAC's shared governance committees actively assess student achievement data and make recommendations to Academic Senate and the President's Advisory Council (PAC) to support student learning (**IB.4 Academic senate committees' structure**). For example, the Student Equity Committee worked with RIE to analyze student demographic data, which resulted in the development of a First People's Center to support the Native American student population and their academic success. (**IB.4 RIE data report on Native American Students) (IB.4 SPEAC minutes, discussion of RIE data report, April 18, 2022**)

**6.** Dashboards and data are also provided by the California Community College Chancellor's Office (CCCCO) which includes the Student Success Metrics dashboard, Data Mart, Data on Demand, CTE Outcomes Survey, Strong Workforce Program, and more. Data used to identify equity gaps in student achievement and are discussed campus-wide through shared governance committees and bi-annual planning events. The College ensures that the Board of Trustees is aware of student equity gaps by providing an annual equity metrics report. This provides an opportunity for the college to engage in conversation with the Board of Trustees about possible improvement plans for supporting student success and closing equity gaps. (**IB.6 Key Performance Metrics with Equity Focus – BOT report**). Mt. SAC's Student Equity committee, Retention and Persistence committee, and SPEAC review these data on a regular basis (**IB. 6 Equity data review examples – SPEAC R&P).** These committees review the data and generate recommendations for improving student outcomes and closing equity gaps. (**IB. 6 SPEAC minutes, SEC Native American recommendations 4.18.22**). Mt. SAC holds bi-annual Instruction and Student Services Planning Summit where equity gap data is reviewed, analyzed, and recommendations for improvement are discussed and documented (**IB. 6 Fall 21 and Spring 22 instruction and student services planning summit PPTs**) (**IB.6 SS & Library Resources Division Padlet Responses).**

## IVA: Leadership Roles and Shared Decision Making

Policies and procedures regarding student learning services are recommended through the College committee and governance structures. These recommendations are made by Student Preparation, Equity, and Achievement Council (SPEAC), which receives recommendations from

four subordinate committees: Assessment and Matriculation, Student Equity Committee, Retention and Persistence Committee, and Textbook and Instructional Materials Committee. Each of these recommending bodies have memberships that are faculty majorities. Appointments are made giving consideration of faculty expertise in the committees' purviews. These committees also include relevant academic administrators, including the Vice President of Student Services, Dean of Counseling, and Dean of Library and Learning Resources. The recommendations from the committees and council are considered by both the Academic Senate and brought through Academic Mutual Agreement Council (AMAC) ensuring a thorough review of all policies and procedures by both faculty and academic administrators. For example, the Textbook and Instructional Materials Committee brought forth a recommendation to create an icon designation in the class schedule to identify courses whose instructional materials cost $40 or less and was ultimately approved by SPEAC, Senate, and AMAC **(TIMC proposal to create a low-cost designation in the schedule).**

Committee purpose and function statements outline the diverse committee composition in accordance with this policy. Agendized reports are received from team members, including faculty, managers, and classified staff, who sit on committees, maintaining robust communication and providing regular opportunity for peers to provide input into multiple issues being discussed across campus. Faculty who serve as committee chairs or co-chairs make regular reports to their reporting body, either the Academic Senate or PAC (**PAC minutes to demonstrate reporting)** Committee debate on actions under consideration regularly include robust communication and sharing of diverse views. For example.. Equity work?... **(Add a representative example to show diverse sharing of views as evidence)** Faculty, students, classified staff, and administrators discuss and make determinations on al curricular issues including new and modified course and program approval for credit, noncredit, and distance learning courses and programs.

**Commented [FA1]:** We still need this example with corresponding evidence. This could be a SPEAC example if there's something special the Council would like to be highlighted that's not already included as an example?

**Commented [NB2R1]:** Hi Allie, There was vibrant discussion on the Racial Justice Task Force recommendations that were passed at the June 3, 2021 Academic Senate meeting. There was also vibrant discussion on the Resolution on Reproductive Rights that was passed at the May 19, 2022 Academic Senate Meeting. I can give additional examples if you need.