[Speaker 1:](https://www.rev.com/transcript-editor/Edit?token=WfN8n3J0HsyeSwtX18OxT-wdRVDKI772trgjnqF3j4scnS844-5LjJuQ7F37wT7XLDZNJEuMIor8kmX2f_JDTUfp7JQ&loadFrom=DocumentSpeakerNameDeeplink&ts=0.13) As a counseling faculty member, I meet with students face-to-face and I'm looking at their units and what they've completed. For me, I really want to learn as much as I can to help the students understand that they need to be as efficient and critically minded as possible so that way we're not hearing over and over again, "Oh, I go to Mt. SAC, and I get stuck." But on the other side, that doesn't have to be the case.

[Liesel :](https://www.rev.com/transcript-editor/Edit?token=KKpa8DUKV00Tm0s-YOU2XlTCl56viXAkni5XNZM2gSKl0cYIrDbZK1dDsMMDE7pMmFYqYY0eDP3O6cIa5ovqUnEkhhM&loadFrom=DocumentSpeakerNameDeeplink&ts=29.61) Welcome to the Magic Mountie Podcast. This is a podcast that's dedicated to helping faculty and other college employees as they try and navigate the challenging fabric of serving students, especially at Mt. San Antonio College, but everyone's welcome.

[Christina:](https://www.rev.com/transcript-editor/Edit?token=zaFdXnM2vxY_Yjc5_QmRN9Zhffo6RGpvoIDJv2VnnGC5HNRDBrcgFyOTQz2Y_m03BJ4oWg7OB6ByxzkYqtMld0rUh68&loadFrom=DocumentSpeakerNameDeeplink&ts=47.4) Welcome back. I'm Christina and we have another episode that was captured during spring flex day, so if you missed Patricia Maestro and George Bradshaw's presentation on student success, then we have an abridged version for you here today. They discuss everything from the degree awarding process to how to help students exit and so much more. Enjoy.

[Patricia M.:](https://www.rev.com/transcript-editor/Edit?token=FLyP-P95oLGW4NnEKkysz8pvVBmZfET2wJJuZQGbLXPQ_KBYSycKx7Na8LIoLXbvAcfKgPAwULUS6WzJdvmPODeL9pI&loadFrom=DocumentSpeakerNameDeeplink&ts=73.1) Thank you for coming to our session. I am Patricia Maestro. I have a couple of hats on campus this year. I am the coach here of the counseling department and my co-chair is Lena Soto. Shout out to her. I love her. My other hat that I have is Guided Pathways Faculty Liaison and what basically it is that I'm working as faculty and your voice in regards to Guided Pathways and what we're doing here at the college.

[Patricia M.:](https://www.rev.com/transcript-editor/Edit?token=q0HwhIas3RXCuQ6J64eg2eRqtv8nKA8QzV-2lIdYXxcQVw0oyyaInp1QB1XVn3QRGeg_iimdvPKBB8GQ2WuHQqnjMyY&loadFrom=DocumentSpeakerNameDeeplink&ts=98.09) Under Guided Pathways and under the new state funding formula, one of the things that we have to do as an institution is now we are looking at completion as our funding formula. That means that students, how the college will be paid in the next few years and it starts actually in fall of '19 is not based on enrollment, which used to be our old funding formula, it's based on completion. And so, this is a really important for us to start looking at as a faculty, how do we get students through the pipeline? So not only how do we get them into the system, but how do we get them to exit?

[Patricia M.:](https://www.rev.com/transcript-editor/Edit?token=KkmPmUdZWd_40JOOoAbGYWzk_4q1AQEX01qUxd352gF3S8OBGKHbuyEwtC3yF43yn4Wqwsxa7WKuwSwL--dyqT6j89o&loadFrom=DocumentSpeakerNameDeeplink&ts=128.7) And a few years ago I had the pleasure of having Dr. George Bradshaw, Dean of Enrollment, and I'll have him reintroduce himself and one of his evaluators come into an adjunct counseling faculty meeting to talk about what are some of the issues as counselors, we're always helping students figure out what they need to do for their path, their careers, what they want to do for their major. But the real goal is to get them completed. Right? And one of the issues we always had in our areas as counselors is when we had that student that I've been working with every semester, and then they go to graduate and they're ready to finish their degree, there's an error.

[Patricia M.:](https://www.rev.com/transcript-editor/Edit?token=ZVfc4cT5mNSnJ4mFEYNYCyjNnPcT2XZH1VFXr8gP7s89t5GqL140ocstoEmpX5p_oJ83k_ThGW1QHU37cquw0tGF4xY&loadFrom=DocumentSpeakerNameDeeplink&ts=162.41) And it's like, why do they have an error? What's going on? So we had the evaluator come who's no longer here, and I asked her, can you give us some insight on what we can do in counseling to better serve these students to exit? What are some of those issues that we're having with the students who are ready to be done, and then they get the letter that says, sorry you didn't complete X, Y and Z. And that's a bummer for that student who's been here for as long as they've been here. And that's also for you as faculty is you're not getting these students done what's going on?

[Patricia M.:](https://www.rev.com/transcript-editor/Edit?token=zpEAmNs-ep-hCmfUKKumrCHID9uOlfKPxLf4SDgGQWkbN7X9Arn3xo7oENyXMILgLGf1_R3jXz8v6Ti8HTrSEyV-FaI&loadFrom=DocumentSpeakerNameDeeplink&ts=190.74) When Guided Pathways came around, I went to my colleague who's going to present, and I said, "Can you do this for us? Can you give us some insight on what we need to be aware of in regards to this degree completion, especially as we move forward?" And I'm going to hand it over to my co-presenter.

[George B.:](https://www.rev.com/transcript-editor/Edit?token=oh7G96yd42SYRTvqmcDhOs52E4DSJCXJi86mj0-TfSterDoWtjdBS9RxPjZSVrHGeCiFuZmesCYZVded4vkx7vHsLbM&loadFrom=DocumentSpeakerNameDeeplink&ts=207.17) Thank you. My name is George Bradshaw. I serve as Dean of Enrollment Management here at Mt. SAC. I've been here for 11 years now, which is a lot longer than I had originally anticipated, but it has a way of pulling you back in. Prior to that, I was the Chief Admissions Officer at Cal Poly Pomona for almost five and a half years, and prior to that was at the University of Utah in Salt Lake City in admissions and records there, and then back to Cal State San Bernardino. So, I have a lot of experience in the CSU and so some of my comments will be based on that in that regard.

[George B.:](https://www.rev.com/transcript-editor/Edit?token=kgzt_F08QTeHYI_Cju0nCotvMUUEcgkq7w5IJXms-DwFmIwH9zNDkpeh2Un75nfWLG7dR5KdJc1DwEV0bceEuJmUmdU&loadFrom=DocumentSpeakerNameDeeplink&ts=238.75) In terms of presentation takeaways, you should walk away from here learning what the top degree and certificate awarding areas are, what current campus efforts are to award more degrees and certificates, student advantages of transferring with associate's degree. You guys probably understand that, typically in the CSU and the UC, for example, if you had your 60 transferable and you 30G and your golden four, you didn't really need a degree to transfer. It's not a requirement for admissions and it's still not a requirement. However, there are some advantages if a student actually does. How to avoid common degree awarding pitfalls. And then also strategies you can use to help your students receive awards.

[George B.:](https://www.rev.com/transcript-editor/Edit?token=Q64kf2ccc1-4iH8sZo-69WKFGr8_wm3-OnTalANKckW-zHg1cuasihp_v9B0QVLjiCsj7vJaXm4YjW7VbIBDPYzoXAA&loadFrom=DocumentSpeakerNameDeeplink&ts=277.65) In terms of 2017-18 petitions and degree petitions for degrees. So how many you guys know what our degree awarding process is like? Anybody having a sense of what we do or how it works? Probably similar to what you went through when you graduated with your degrees, but you'd be surprised that students don't necessarily realize they need to petition to graduate. They think a lot it's like high school, okay, I've been here four years and at the end of four years you just move on. But to do that, we'd have to go and figure out who graduated every term. And it's a lot of busy work for maybe not a lot of returns. So we don't, as you probably assume, don't do it that way. Students in most cases need to petition. However, we've made some inroads on that and honestly we got a little bit of pushback on that. So we'll talk about that in a couple of slides.

[George B.:](https://www.rev.com/transcript-editor/Edit?token=ZtSNnwfFFZrVIt2Lsxc04EMy9muK1FwOxo0shMA1KNfbYuJLI7zbtM2kpQVcJtHDDJgFBDFpNDuxsELP8g8fItvtLfQ&loadFrom=DocumentSpeakerNameDeeplink&ts=323.74) We've had 3,634 students petition formally say, "Hey, please let me graduate." Of that, you see roughly 71% are successful and that part is good, so two thirds of them are saying, "I know what I'm doing." There's another 30% or so that haven't quite got it, but it's usually not always major. Sometimes it's little things and we'll talk about that too.

[George B.:](https://www.rev.com/transcript-editor/Edit?token=scuw8lalLoRUGiAHOtXwq1fyO3TfVx7-HrX-P4SKpvjXVniwsxSjjoHUk8qf563x0koDoiuXWX3VqdfOeswvPAw0-8A&loadFrom=DocumentSpeakerNameDeeplink&ts=347.59) You can see the largest filing percentage is in the spring, which you might imagine most people finish it up then. And generally just so in terms of timeline on the major semesters, it's usually a month, month and a half after that term ends because we wait for the grades to roll. Thank you for all of you that turned your grades in on time. For those of you guys that didn't, I'm going to shake my finger at you. The challenge with that is when we do academic standing, if you got three grades missing and you should be off probation, but now those grades are missing and now you're not, or conversely, you wind up on because things are missing. So that was just my little PSA about turning your grades in on time.

[George B.:](https://www.rev.com/transcript-editor/Edit?token=ZE5gTey8NyQ0AmXY8wJsDs691mz11sDuznSE8wVALzv7OY67K3IEbF2SC-_EAa6apxHBU6kCGIk1NadfHsf4x2WY8fQ&loadFrom=DocumentSpeakerNameDeeplink&ts=386.81) Some of you guys work in programs where they offer certificates and this area is, I think one that's growing. And not a lot of students get the difference sometimes between a degree and a certificate. 90% of the certificates that students petition for get awarded. That's good. And the spring is again, the largest period of time where we would award those degrees.

[George B.:](https://www.rev.com/transcript-editor/Edit?token=a8fQ8r01lk0CitJ8S1MVNOUFR3bd3zshWUI_3qgesJcqbf4hnAumojlFZkBoNsUBSqAB7agwz1IamA7Ogw1SNkQBAtQ&loadFrom=DocumentSpeakerNameDeeplink&ts=407.85) The awarded associate's degrees. Now this slide is interesting for me because how many of you know how our distribution breaks out? Meaning AA degrees versus AS degrees versus ADT degrees? Probably have a sense. But basically we offer really 14 AA degrees, 63 AS degrees, and then 20 ADTs. And we know what ADTs are? Associate degrees for transfers. So those are the fairly new ones, but they are growing and if you look at the distribution there, you see the ADTs make up about 20% of the degrees that we offer, but they're over 33% of the ones we award. With regard to the AS degrees, they make up 28 and a half percent of those we award, but they're over 65% are the ones that we actually offer. And then just regard the AA is 14% of the degrees that we offer, but they're 38% of the ones that we award.

[George B.:](https://www.rev.com/transcript-editor/Edit?token=C5f5044oLg2Eca2oDY9pEJ1AyzqURv9Wfs8cGgNpzpvYRz-KPmiNTNgEipIoBbMgBm8qFc34bWhR8EjYZiZEVexTxRo&loadFrom=DocumentSpeakerNameDeeplink&ts=462.49) So you can see the smaller areas, meaning the AAs and the ADTs are the lion's share. You could argue maybe the AS's take a little bit longer, a little bit more work. You also might argue they're not as interested in those and those areas of programs. I don't really know. I'm just giving you some numbers in terms of thinking about what we offer as a campus.

[George B.:](https://www.rev.com/transcript-editor/Edit?token=3TXpd_1rG_-LPOgMt5Oo6mKw0l6AbOvoH3VcUGGiGYR-UxS2ngzFacMmuSgsNAGvKkzKX2SKUkWqOiHpHVwkUJ4VJto&loadFrom=DocumentSpeakerNameDeeplink&ts=482.81) Personally, I think it'd be a good idea to offer more ADT degrees, although I know there, at least I understand at the curriculum level, there's been a little bit of pushback on that. So you might've seen in the president's cabinet notes about what we call auto awarding degrees and part of my argument, and we're one of two or three that I know of in the state that do that, and part of the rationale from my perspective to do that is this legal code right here.

[George B.:](https://www.rev.com/transcript-editor/Edit?token=o795oxkM2usmQWz5b3wb_dzSQy5yQQcAQiHe25Lz4B_wrjMLpru0Hq8KYVIuTixoKzKLnlwnThjkh4p_99dheifnlHU&loadFrom=DocumentSpeakerNameDeeplink&ts=509.53) So it essentially says the governing board, SHALL doesn't say if you want to, it doesn't say if you get around to it, if you feel good about it, right? If there's enough consensus on campus. I read that and I see 'shall", but you could argue as well as it could be self-serving. She mentioned earlier, part of our new funding model effective this year is where before it was a hundred percent FTE, a butt in a seat, we're going to pay you X amount. Now 60% of that is butt in the seat. You got 20% of what they're calling completion. Did you get a certificate? Did you get a degree? Have you done certain things that they've deemed as good? Have you taken freshman lab or transfer level English and mathematics in that first year? And then the other part are what they call equity considerations, the other 20%, number of people on financial aid and other processes that we look at.

[George B.:](https://www.rev.com/transcript-editor/Edit?token=T5cX5cGi3_ahm-KcIs3yZPkITZaCfvRc9bPW3BwBfFAyDQJlvHAxv99bO08oevFScuxlHmvssHrXsoRZVCQfopFkLow&loadFrom=DocumentSpeakerNameDeeplink&ts=564.41) But essentially this was my rationale for saying, "Okay, this is why an auto award is useful." But even though we use the term auto award, it's somewhat of a misnomer. Nothing automatically happens. Essentially it's an auto petition. There's also people who don't petition. Why many times they argue, "Oh, I didn't know." Reasonable. What to me was really a big push for me was we would have counseling come at us, "Billy left the campus five years ago, never petitioned to get a degree." Now the catalog's changed. Billy broke enrollment. So Billy doesn't really technically get to go back to a catalog. Five years ago, Billy would be held to the new graduation requirements. Right? So to me this helps the student because we can say Billy listed on file what his major was, met all of the requirements. We say, "Congratulations Billy. Here you go."

[George B.:](https://www.rev.com/transcript-editor/Edit?token=3pMKZCQmJpyoSYdkdS0aLumMIq9ynWSBm2WSF6QU15XQx1Qpp1bCAy4NGCNSY7C0-OBMxK2lzcgOIEGtVMMETLxbJYQ&loadFrom=DocumentSpeakerNameDeeplink&ts=622.41) That to me is helpful to students, it's one less hoop to jump through and you'll see the numbers of what we've awarded over time. Our award, and I've had a donut hole come back and say, "You know what? You guys really stuck it to me on this one. Really didn't want that degree. You really crippled me. You guys are bad actors and who can I talk to about this?" Hasn't happened yet. Knock on wood, right?

[George B.:](https://www.rev.com/transcript-editor/Edit?token=gbepoQ4XaxwOCvBCefcKlKfR4CRcaFQ1yh3ArdcmLFHCFyDA4u9fqwYquZLIHb2KjCiPddVw35tfMP22pENfZtU_r8A&loadFrom=DocumentSpeakerNameDeeplink&ts=645.49) Again, the auto award, we use as a reporting tool to the generate lists of students who appear to meet graduation time, but it only works if the major on file is commensurate with what they're actually pursuing. You guys know here, I can say I'm a accounting major, business major, kinesiology and wellness major, and continue to take whatever else I want to take.

[George B.:](https://www.rev.com/transcript-editor/Edit?token=GhO-WjNIvoyklYo3uSYnBERHsRxmmjt-Gl4HMydnvp8Vrd64qSVnH8CaaHa-Lu9vP8AwTk3mJM9HoGlRrwPDBScDlhA&loadFrom=DocumentSpeakerNameDeeplink&ts=667.55) There's nothing that locks you in like a lot of four year schools. If you want to do architecture, you've got to be an architecture major. You can't just randomly enroll in these classes. That doesn't happen here. You can take pretty much whatever you want. So in our situation with the auto petition, I'll call it, their major on file has to be the same. Once our evaluators get that list, we do some mechanical work and we figured out it looks like this, they've got all the GPA, they've got all the other requirements. Can we actually award the degree? And if students meet all of the degree requirements, we go ahead and we award the degree.

[Patricia M.:](https://www.rev.com/transcript-editor/Edit?token=TvmFCRRLKxlWYk6WVvEb-iW8kmbXesoWLD-E2UMbgk86ZYR5L6DCtMt-BRggG7qEgjTMAjIXDdYUfm5W2yEqBoVXiKM&loadFrom=DocumentSpeakerNameDeeplink&ts=704.67) As George is alluding to, students have to have a declared major in the system what we call degree works. If you have a major in your area and you're from like nutrition or welding or whatever it is, and you want those students to declare that major and the students can two ways, they can change their major anytime. Anytime. But if you want them to be purposeful, give them extra credit and you want to kind of give this as a way to get them to declare that major. The only problem is with this, if you have certificates and the student requires ... so I'm awarding the AS degree or this as AST and you have certificates, the auto won't happen. So this is another way for your students to also look at alternative things they might have received along the way and not change their longterm goal, an AS degree or AST, but they can do what ifs, they can see how close they are to a certificate or how close they are to another degree and then submit that to admissions and records, but still have that longterm goal in the auto ward system.

[Patricia M.:](https://www.rev.com/transcript-editor/Edit?token=UO3QeEVr6KN6iTGIPiZUTvVbU9AtFSHgayX3lhU2Eq7mEsajbg8X2vw1KiGrflpr_kqPIn_dvHLMM81DCw88MnYo5sc&loadFrom=DocumentSpeakerNameDeeplink&ts=763.76) The second thing that the college has started this past fall is when students register, they are being asked to verify their major. So as soon as before they go into the system to register, it stops them and the message is, "Is this your major?" The student can say, yes, it's accurate or no, it's not accurate and then they get to change it. But again, the problem is, is if they have multiple options, like you have multiple layers of certificates or they're looking at becoming a nurse and they put nursing as their major and technically can get a kinesiology degree, then they won't get the kinesiology degree because they're technically a nursing major. So those are the things that you have to be mindful of is that the student has to know that they have to change their major to get that auto award process. So I just wanted to throw that in.

[George B.:](https://www.rev.com/transcript-editor/Edit?token=Ss8YXFjMTbJ9YBTBkYYx7sbj3jKTHIxkbJqWfWlXxYAoh8C7oAScEQltz0CCOqNuvyvAoo-_7BM5delrFXXHF_2kErU&loadFrom=DocumentSpeakerNameDeeplink&ts=809.17) Thank you. And just to be clear here, if they turn in a physical hard copy petition, we'll check whatever major they want us to check. Not a problem. Her comments were specifically toward the auto award part. So it's going out there and look for history. If you're doing chemistry, but in the system it says history, we're going to be looking to match, okay, did you meet all the requirements for history? Even though you may have had all chemistry, we're looking at a way to be a little bit more creative from the standpoint of can we run this against multiple permutations, which takes a lot of computing power, which IT has said, we don't have the power to do that.

[George B.:](https://www.rev.com/transcript-editor/Edit?token=NOX_qCGAsKYHKI3Oo3A8RJTq3YcyiW9reqa2eZsW38jXYlTeFyL8w4EfUjKYz28xNfp77EkuDoLJqQbQtxJwPeI5aaA&loadFrom=DocumentSpeakerNameDeeplink&ts=844.73) Right now, we're only awarding it because they said that. Some schools are saying we're thinking about possibly giving them whatever they met. We're not there yet. I'm not sure we will get there, but we're focusing only on if there's symmetry between what you said and what you did, I think it's highly unlikely that you just randomly took all the right courses to get this particular degree after having said you wanted that.

[George B.:](https://www.rev.com/transcript-editor/Edit?token=0rlJtMQmACYjg4TueXa5AjRXy6whC8e8OGITwL0-YWc_96yyt2eaqDeOawglWzmBZwK_kyDEN7Dk0nu31SJAzYCznUk&loadFrom=DocumentSpeakerNameDeeplink&ts=866.58) Before we even went down this pathway, we had a conversation with our financial aid director and said, "Okay, we heard feedback that this may be a concern for students. It might limit their financial aid eligibility." I think there were two responses that she gave. One said we have within our ability as financial aid professionals to make adjustments as necessary based on changing educational goals. And she also pointed out that the role of financial aid is not necessarily to maximize the student's financial aid eligibility for a couple of reasons, especially if you're looking at Cal grant or Pell grants, you have a limited number of years that you can qualify for that.

[George B.:](https://www.rev.com/transcript-editor/Edit?token=lzwwlFISn5pGM88bsJh6EBzecf5PtZcNNqCZQdIGspuGIFPRbn6TS_OT6rDU0QS4tAIZGbCtwB039I-LTODrTyWzHCA&loadFrom=DocumentSpeakerNameDeeplink&ts=906.91) So if you use up all your money by spending an extended period of time at the community college, guess what? When you transfer to the CSU or somewhere else, that money's gone, and it's not coming back. So there is, I would say some sort of benevolent pushing you out of the nest to some degree to say, hey fly, get this as efficiently as makes sense for you, transfer, use the rest of that money over here where it's going to cost you more money to attend that other school. So that was part of the conversation.

[George B.:](https://www.rev.com/transcript-editor/Edit?token=Ad2EkmAL44rv5gR68H6WxwVjEOeUTkAIwO47loKBDUApJACefsdeHBrzCWfuwck6wVw55sgJp6d8n6XoglCoytA-x_w&loadFrom=DocumentSpeakerNameDeeplink&ts=936.12) The other part of it was in most cases that's not an issue and if we're moving from certificate to degree, again not an issue, but from degree to degree depending. So it makes sense for when I heard her say that makes sense from my perspective to speak to the student and say, "Hey, if this is your long term goal, let's strategize about how we meet that in a way that's going to maximize your dollars, not necessarily maximize your dollars at Mt. San Antonio College."

[Patricia M.:](https://www.rev.com/transcript-editor/Edit?token=u41sDCsuxr8Wsu2tgmiHVS3qHNvFyhCoTJC55Fw52jSYEpc2_FqB_pIxe-XOBy-VzIBFJPCRePSNBSPw1OjVO8E_Wek&loadFrom=DocumentSpeakerNameDeeplink&ts=963.24) So it doesn't affect certificates. So the student gets a level one certificate, level two certificate. Financial aid doesn't stop. Where it does stop is once they've earned the degree. So the kinesiology student who is a nursing major, as soon as they earn the kinesiology degree, which we need for the nursing program, they will have to go back to financial aid because they're going to be here another two years. They would have to appeal to then get the additional funding for another two years at community college. Once they transfer, they get another set of money, they can use it all up as George just stated. So it's kind of a debate. Counselors have been not supportive of this because of that worry, but we've been reassured that they will find ways to help those students to not penalize them for something that we're auto awarding them.

[George B.:](https://www.rev.com/transcript-editor/Edit?token=Y09fpFx9LY_qvWCGc_-oXy0s8hmbYgej7ju7EAh4XXhbWXZeeI_xsXMxjGvUev6uAQ6QJSELKAKXJ8wddEAaY8ffLGg&loadFrom=DocumentSpeakerNameDeeplink&ts=1008.29) Now, the auto award in terms of degrees is fairly new. When I say fairly new, it's only lived in Banner from the last five, six years that we've been doing that. Prior to moving to Banner those are the guys that were here prior to '09, we had another system called Isis. We already did the certificate auto awarding and Isis in our old system, so that's been longstanding here. That's been years and years and years. When we moved to Banner, it broke that, it didn't work anymore and so we had to go and rebuild that and make that viable again.

[George B.:](https://www.rev.com/transcript-editor/Edit?token=CQ0tzj9BJZ-448ULKaXlwnrVXOLF_0B3MXD2OXOVYnDCj6ANkRyPD7clzzP39gc2xu20x5HH7quFOG0v3Cf-QNWRIvk&loadFrom=DocumentSpeakerNameDeeplink&ts=1038.96) In a nutshell, there are a couple of things that influence priority registration. Are you the one of the statutorily required priority registration veterans, access, foster youth, EOPS? If you're in that, you get that primarily. Our campus has made some local decisions for athletes. You have a special time you have to practice, a special time you have games. So if you're in one of these cabinets, recognized student government, then you will get a second tier priority registration. But in order to keep that, even with veterans, you must maintain at least a 2.0. I may be an athlete, but now I got a 1.9. Guess what? Now you're going to get a date, not based on the athlete, you're gonna get one based on the fact that you've completed 15 units here, which might be day six.

[Patricia M.:](https://www.rev.com/transcript-editor/Edit?token=IjJZl9rJWVJizBQAkdGJB5oYcLH2UwsdBihoZbNG1J_i4OIRo0wqIdJMCJbAs7eMvDFGUVe-C6vDuCG2qJL4KK42xkE&loadFrom=DocumentSpeakerNameDeeplink&ts=1086.61) For our new students to get an early as possible registration date. And these are new students with zero units. The AQ, which is our new assessment online, online orientation, and a completion of a set first semester plan, it has to be the electronic plan that's done by a counselor and we have something called map workshops now, the students can do that, and we have them every day. This gives new students that earliest possible registration date, but everyone behind them or the people is then based on units as George has said, at Mt. SAC. So as they collect units at Mt. SAC, that registration date gets better and better.

[George B.:](https://www.rev.com/transcript-editor/Edit?token=DuPHIH9BKFn7BgCsDxgfdp_uX-evyMERmtk-4_-gngLejHphuZ5DkqjC9HKYwi-6Hb1M7crHpfxY_U6iWEfXachQQEw&loadFrom=DocumentSpeakerNameDeeplink&ts=1123.3) The top five reasons for the denial of degrees, major core not met, major core gen ed requirements not met, gen ed not met by itself, math competency not met, math competency and major core, gen ed major core units not met.

[George B.:](https://www.rev.com/transcript-editor/Edit?token=KUJlyk75VYnYa9DY0FVwONQ8W3oPdJiU7Es5ukQEVUwGphTFVZ9iP0RBBLeOLRdVjf2OYfgISUf79eMh-Ysle0vbZgA&loadFrom=DocumentSpeakerNameDeeplink&ts=1139.32) Who are evaluators? We actually have four evaluators now, but we haven't broken out off of that, so it's kind of got the training wheels still on a little bit. But this is the alpha distribution. So if that's the student's last name, they're going to go with that evaluator. So they'll get a letter from that. Say you're on track, hey, you're not quite there yet. Lot of times the students read it, but a lot of times they don't read it. So if you work with them, we will always let them know kind of where they are and in terms of managing their expectations. As I mentioned earlier, about four to six weeks after the end of the term, they should get that final and saying, hey, you're good. It may take longer to get the diploma and stuff out like that. We try to get it out as quickly as we can so that we don't get the phone calls.

[Patricia M.:](https://www.rev.com/transcript-editor/Edit?token=BwiN-CJHZ4Z0Gmi8JlgLWwvF72wKrEXXnmBETD2E3a2bl_DmxVcoPtiEIaG3w8bb5oH5nm8eo1MSuJaMYE96GSb-oK8&loadFrom=DocumentSpeakerNameDeeplink&ts=1179.27) Those of you who have liaisons, please utilize them. Our liaisons will be working with you. Our goal is to continue to build those relationships, but really start looking at how do we get our students to complete the pipeline. Our counselors are meeting now to start talking about what is the role of liaisons beyond the traditional coming to an advisory meeting to really look at different ways of supporting your students from, I know some liaisons go out and do presentations in your classrooms and they do map works-, they do map related workshops, they do graduation petition workshop. There's different ways that we can start looking at beyond just being in an advisor and coming in and reporting back to the rest of the counseling faculty. So if you have a liaison, please sit with them. I know Carol and I, she has another counselor, but four or five years, Patricia and I, we've been very creative in how we help those students get through the pipeline and get multiple degrees, and I know a lot of liaisons are interested in doing that with you. And that's it for our presentation.

[Speaker 1:](https://www.rev.com/transcript-editor/Edit?token=L-iFXX1W1rFtu0CS1qYW9aqmO5bZwhlWeeArTZo_MIBrA-xsX_ahAYa6Y0WvubNfimR2PHmB7onOkJot4npa7WO97Ic&loadFrom=DocumentSpeakerNameDeeplink&ts=1239.38) The top five reasons I noted were the denial of degrees. I think this is also very important that students understand more so what's holding them back, and to maybe put more time and energy into seeing how they can stay out of this roadblock, so to speak.

[Liesel :](https://www.rev.com/transcript-editor/Edit?token=axM8ijj3Zoqd2-wmTaHO0SnhZJCttyTjypWySvPAYydYzDuSmV-TJZzK9ggE4u5_o4I_-egsGYmhE6GsDuaatUUhuu0&loadFrom=DocumentSpeakerNameDeeplink&ts=1260.42) Hey, thanks so much for joining us for the Magic Mountie podcast. We love your likes, we love your shares, and we love your comments. So please engage with our community, download from wherever you love to get your podcasts, iTunes, Google, Rate My Professor, we're there and we want you to be back with us next week. Remember, any opinions that are expressed in this podcast do not necessarily represent Mt. San Antonio College or any of its agents. We'll see you next time.