

Retention and Persistence Committee - Minutes



March 26, 2024

Attending

| Y/N | Member Name |
|-----|---------------------------------------|
| N | Katie Datko (Co-Chair) |
| Y | Elizabeth Casian (Temporary Co-Chair) |
| Y | Michelle Dougherty |
| | Julie Cortez |
| Y | Lesley Johnson |
| | Jasmine McLeod |
| Y | Marcell Gilmore |
| Y | Gizelle Ponzillo |
| Y | Krysten DeWilde |
| | Jeze Lopez |
| Y | Jimmy Tamayo |
| Y | David Sarabia |
| Y | Haneen Alghita-Aguilar |
| Y | Cristina Freeborn |
| Y | Zane Batta (Guest) |
| Y | Jannet Ortiz (Recorder) |

Agenda Topics

| Topic | Discussion |
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| <p>Welcome & Introductions Review and Approve meeting minutes 2/27/24</p> | <p>The Academic Senate approved Cristina Freeborn to be a new member of the R&P Committee. Zane Batta joined as a guest. Student is applying to be the Student Representative. The committee reviewed and approved the minutes from 2/27/24.</p> |
| <p>External Committee Participation, Updates & News (Relevant topics or items from related committees germane to our work)</p> | <ul style="list-style-type: none"> • Article: Still Relevant English Learners Show and Tell in the Classroom – in LAist – highlighted Elizabeth Casian’s English Language Learners class & AB705 and its effects <ul style="list-style-type: none"> ○ https://laist.com/news/education/community-college-english-learners-for-credit-esl-classes • John Bartman from Research Office – Does SI impact equity? - It was found that it does. In class tutoring makes a difference. There will be follow up meetings to continue looking at the data. Committee will invite him to present findings at a future meeting to utilize data to inform decisions. |
| <p>Drop Survey Updates</p> <p>Research/RIE Suggestions:</p> <ul style="list-style-type: none"> • Anonymous • No resource connection – keep to just data collection • Every drop <p>Drop Codes Sent to Krysten from Assessment & Matriculation</p> <p>IT Project Submission Sent (Summer rollout if not earlier)</p> | <ul style="list-style-type: none"> • IT Project Submission request has been completed <ul style="list-style-type: none"> ○ The survey will be anonymous ○ Research suggested the survey be sent out for every drop • Can a link to Mt. SAC resources be added to the end of the survey so that students can be connected? <ul style="list-style-type: none"> ○ Marcell – yes. It can be added to the end of the survey. ○ Committee will brainstorm what kind of link can be provided to be added to the survey <ul style="list-style-type: none"> ▪ Possible Link to be added: https://www.mtsac.edu/online/student-resources.html ▪ Suggestion to review results from pilot survey to gather data on what kind of resources should be highlighted for students ▪ Tyler Flisik may have created a Canvas shell with student services that we can direct students to – can the CRN be added to the drop survey? ▪ There is a community resources sheet that Counseling provides – Haneen will send e-version to community • Krysten connected with George from Assessment & Matriculation regarding the drop codes to see which codes are no longer in use • Projected survey roll-out: Summer 2024 |
| <p>Spring Tasks & Goals</p> <p>Recommendations from presentation to add to goals Padlet/Brainstorm</p> | <p>What actionable steps can committee take to meet the goals and functions of the committee? (Padlet/Brainstorm link) https://padlet.com/Katie_Datko/r-p-spring-24-goals-tasks-otyv7pufxctyqhjb</p> |
| <p>ACUE/ITEL Inclusive Teaching & Equitable Learning Presentation: Elizabeth</p> | <ul style="list-style-type: none"> • Elizabeth received the ACUE Inclusive Teaching for Equitable Learning micro-credential • ITEL Components <ul style="list-style-type: none"> ○ Managing Biases ○ Reducing Microaggressions ○ Addressing Imposter Syndrome & Stereotype Threat ○ Creating Inclusive Learning Environments |

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| | <ul style="list-style-type: none">○ Designing Equity-Centered Courses● Components can be utilized to make teaching and classrooms more equitable● Presentation “Managing Biases”<ul style="list-style-type: none">○ Empathetic policies○ Assignment Rubrics○ Inclusive Grading Practices○ Avoiding Bias○ Inclusivity & Introduction Surveys○ Student Hours: a unique way of looking at office hours○ Asset Based Mindset● Reducing Microaggressions<ul style="list-style-type: none">○ Microaggressions & their Messages○ Link to the presentation here. Elizabeth went over the presentation and showed different types of activities can be done in the classroom and a lot of those can work on any discipline.○ There was a discussion on microaggressions and on the work that faculty can do in the classroom. Also, there was discussion on making students more resilient in the classroom.○ It’s important to foster a 1-1 relationship between faculty and students, so those discussions can happen.● It was asked of the committee:<ul style="list-style-type: none">○ What will we do with this information?○ What recommendations can this body make to the college to promote equitable learning?○ It was suggested for faculty to be allowed to take a class and to be given reassigned time to take the class.○ Promote dialogue with students. Students like resistance and they like fighting for equity and talking about things that are not talked about. It was suggested for there to be a student-led discussion. |
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Future Spring 2024 Meetings:

4/23/24; 5/28/24