



**Student Preparation and Success Council**  
 Student Services Center, 9B – Ragan Room  
 May 1, 2017 – Minutes

**Members**

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| <input checked="" type="checkbox"/> Audrey Yamagata-Noji, Co-Chair | <input checked="" type="checkbox"/> Martin Ramey, Co-Chair | <input checked="" type="checkbox"/> Tom Mauch   | <input checked="" type="checkbox"/> Sandra Padilla     |
| <input checked="" type="checkbox"/> Jeff Archibald                 | <input checked="" type="checkbox"/> LeAnn Garrett          | <input checked="" type="checkbox"/> Bruce Nixon | <input type="checkbox"/> John Pellitteri               |
| <input checked="" type="checkbox"/> George Bradshaw                | <input checked="" type="checkbox"/> Luisa Howell           | <input checked="" type="checkbox"/> Jim Ocampo  | <input checked="" type="checkbox"/> Ana Silvia Turcios |
| <input type="checkbox"/> Sun Ezzell                                | <input checked="" type="checkbox"/> Matt Judd              |   |  |
| <b>Student Representatives:</b>                                    | <input checked="" type="checkbox"/> Corey Case             | <input checked="" type="checkbox"/> Dan Garcia  |  |

**Guests (confirmed as of 4/28/2017):** Chris Graillat (CCC Chancellor's Office), Michelle Dougherty, Eric Lara, Tony Rivas, Madelyn Arballo, Rosa Royce, Gloria Munguia

Item No.	Agenda Item	Discussion	Outcome
1.0	<b>Review today's Agenda and Minutes from April 17, 2017</b>		Minutes approved
2.0	<b>Committee Meeting Minutes for review and approval</b>		
a.	Student Equity – no minutes received to date		
b.	SSSPAC Advisory – March 8 minutes for approval	Question about Math Preparation Lab: LeAnn stated that there must be transparency as to who is sponsoring it and to ensure we are informing the campus community about the services.	Minutes accepted
c.	Basic Skills –March 23 & April 13 minutes for approval		Minutes accepted
3.0	Integrated Planning (Basic Skills, SSSP and Student Equity) – Share reports and put together 1 <sup>st</sup> draft <i>Chairs from each of the committees pending confirmation to be present at the May 1 meeting</i>	1a: Michelle reported on 4 goals for 2015-16 from Basic Skills. Some updates to progress is pending results from the Research department. One of the issues is separating duplicated and unduplicated students and identification of student cohorts. Noncredit and credit SSSP plans will need to be reviewed in order to respond to specific goals. Neither plan template focused on specific goals.	



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		<p>Student Equity has 56-funded activities with 1-4 goals per activity. Training sessions directed colleges to list every single goal.</p> <p>1b. Committees should provide feedback about what they believe attributed to “overall success or lack thereof.”</p> <p>1c. Need an integrated goal that is in common with all 3 plans that were written 2 years ago in 2015-16. Discussion about focusing on Basic Skills course completion and successful pass rates; timely provision of targeted services to students (tutoring and counseling).</p> <p>2. One strategy/activity that has resulted in significant gains in student completion or closing of achievement gaps. Discussion about looking at timely response and development of specific programs/services (“boutique programs”) designed to meet specific needs of students. Also discussed was the Bridge program which integrates Instruction and Student Services as well as all 3 plans. However, since we have been doing Bridge for so long, does it fit this question since it has been in place? The strategy is the need for resources/support that is provided through specific activities including Bridge, Writing Center, and Library. We must select a strategy/activity that has sufficient data to demonstrate gains and closing of gaps.</p> <p>Chris Graillat responded that we can answer however we want to showcase ways in which we are addressing gaps (Best Practice). Madelyn clarified she thinks this was not as much as broad strategy but more of a specific best</p>	
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		<p>practice to share. Consensus to use Bridge and review it to see if we believe it fits this response.</p> <p>3. Five integrated goals will need to be developed across all 3 plans/committees. In order to do this, it was suggested that we use a broader campus-wide approach to gain input from others. Suggestion to do this as a Faculty Flex Day activity. Another strategy is to do this as a joint meeting through all 3 committees. A recommendation to have 3 committees brainstorm integrated goals, meet together, then have a larger convening to be more inclusive across the campus.</p> <p>4. How to accomplish integration: start with the Quality Focus Essay (QFE) as our foundation for this question, rather than specific activities.</p> <p>5. Noncredit response – draft provided by Non Credit (250 words). The focus is on counseling interventions, embedded counseling/tutoring, and moving students through by articulation efforts and contextualization of basic skills. They will continue to “tweak” this response.</p> <p>6. Professional Development (100 words). Reach out to Lianne Greenlee and Liesel Reinhart to respond to this question (faculty certificates in equity and inspired teaching, etc.) to include the New Faculty Seminar. Need to remain focused on our Student Success goals.</p> <p>7. Evaluation of progress to meet student success goals (100 words): describe our plan for evaluation, especially</p>	
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		<p>related to the specific student groups to be addressed. Additionally, we will need to incorporate the metrics/tools to be used to measure progress. Tie to Guided Pathways also meets milestones and momentum points. Student Equity Velocity Report also can be cited.</p> <p>9. Budget: only total dollar amounts are to be placed into the form template based on 2017-18 allocations (for which we will have to estimate). Each committee will develop and submit their separate budget template and one detailing all budgets will then be developed.</p>	
4.0	BP 5010 and AP 5011 on Dual Enrollment (Marty)	<p>Marty reviewed the background of the BP and the AP – a great deal of effort has been put forth to amend AP 5011. One question is how to refer to “CTE” or “vocational” or “career education.” For now, we will use the term “vocational”.</p> <p>Fees: some have already been exempted (e.g. Health Fee) under other sections.</p> <p>The AP has been reorganized: four aspects of how a student can participate as a Special Admit student are noted (p.1). Academic eligibility recommendation is 2.00 GPA. (p.2). Regarding the college assessment process, the language provides for “or other stated process.” Concern was expressed that this “other process” may need to be further defined. “Students must complete the College assessment process or meet other eligibility requirements for the stated pre-requisite...”</p>	<p>Unanimous approval to move the BP and AP forward to the Academic Senate.</p>



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		<p>P. 3 – b.3 – the special admission orientation is to be completed by “College employees for students attending College classes held at the high school.”</p> <p>3.b – Enrollment during fall, spring, and summer terms. The issue has to do with when the high school terms don’t line up with college terms, e.g., winter. There are contractual issues related to teaching during the high school’s spring term which runs during the college’s winter and spring terms. This would also apply to not allowing Special Admit students to take winter classes at Mt. SAC. Issue is how we allow Mt. SAC faculty to teach in January/February at a high school which is during our winter term but it is a Mt. SAC spring term course. “Enrollment in courses on the college’s campus may occur during fall, spring and summer terms.” The issue is that we do not want high school students taking classes on campus during the winter intersession.</p> <p>First paragraph: need to clarify about enrollment as a substitute for the student’s K-12 educational program but clarify that the student may be enrolled in a non-public school. “Enrollment of school-aged children at the College is not permitted on a full time basis”: suggested language: “Full time enrollment of school-aged children, who have not graduated or been released from high school enrollment, is not permitted.” C. “Minors Not Enrolled in a Public School” may remain as stated.</p> <p>First page: “All courses will be taken for College credit. The responsibility .... maintains the right to award or deny</p>	
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		<p>high school credit for college coursework completed via the college special admissions program.</p> <p>Language about minor children appearing on roster will be retained as the purpose is to alert faculty to issues potentially related to mandated reporting requirements.</p> <p>3.g – “Special Admit registration dates will be assigned as referenced in AP 5055 – Enrollment Priorities,” unless the course is being offered under CCAP. George took issue with this saying it was unnecessary as dates for enrollment are automatically assigned. The issue of concern was that students enrolling in a CCAP course at their high schools would not have a lower/later priority registration date under CCAP. However, this is somewhat of a moot point as CCAP registration is controlled by the high school, regardless of a priority registration date.</p>	
5.0	<p>Basic Skills 2017-2018 Budget Presentation  <i>Michelle Dougherty and Madelyn Arballo confirmed for May 1</i></p>	<p>Michelle and Madelyn presented the 2017-18 Tentative Budget of \$844,357 recommended funding for specific projects/activities (95% of allocation - \$1,115,314) – 75.7% of expected allocation + \$476,000 of permanent salaries plus \$24,000 estimated for step/longevity and other unexpected increases. Projects/activities recommended 5 new projects are recommended projects; non credit counseling will be funded with non credit SSSP instead; funding for Writing Center was reduced to be shifted to a different funding source. The committee did ask to review other sources of funding for each proposal requested.</p>	<p>Motion made/seconded to approve the 2017-18 Basic Skills Budget as recommended by the Committee.</p>



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		Jeff raised the issue of a Senate recommendation to fund the Tutorial Services manager out of the college general fund instead of through BSI.	
6.0	Multiple Measures (Maria Tsai) – <i>Confirmed to present for May 1 meeting</i>		Hold over to the June 5 meeting
7.0	Orientation – Share Outcomes (Corey)		
8.0	AP/BP 5050 – Matriculation (Jim)		
9.0	<b>Future Presentations/discussions</b>		
a.	Update of BP 5000 series (Marty)		
b.	Review of AP 5000 series (Marty)		
	<p><b>Spring meeting dates:</b> May 1 &amp; 15, June 5</p> <p>May 15 2017 Meeting:          Orientation Report on A.S. Involvement– Corey Case          AP/BP 5050 Matriculation – Jim Ocampo          Update of BP 5000/AP 5000 Series – Marty Ramey</p> <p>June 5 2017 Meeting:          Multiple Measure Research Report – Maria Tsai</p>		