

Santa Monica College Student Affairs Committee

Meeting Minutes

Date & Time: Wednesday, April 21, 2021
Location: Zoom Session
Chairs: Beatriz Magallon (Chair), Esau Tovar (Vice Chair)
Attendees: Donna Davis-King, Matt Musselman, Redelia Shaw, James Thing, Mike Tuitasi, Alicia Villalpando, Caden Gicking (Student Rep)
Guests: Laurie Guglielmo, Melissa Edson
Excused/Absent: Pressian Nicolov

I. Call to Order: 12:10 PM

II. Public Comments: None

III. Approval of Minutes: March 31, 2021

Motion to approve Minutes, Alicia moved, Donna seconded, (5) Yes, (1) abstention at 12:16 PM.

IV. Updates and Old Business:

- a. AR 5422 Campus Events by St Org's and Clubs
 - i. Bea provided an update that she had tabled this AR, as the chair from another committee asked Bea to bring in all three related AR's for when he also presents a related AR: AR 5422, AR 5430 – Formation of Student Clubs, and AR 4300 –Field Trips and Extracurricular activities.
 - ii. Esau raised the concern to ensure there would be ample time for the two readings to occur for the above three AR's by the Academic Senate. Bea responded that there is still time as long as they are presented no later than May 5th meeting.
- b. AR 4000 Catalog Rights
 - i. Bea shared this AR has been approved
- c. AR 4100.1 No. Degrees & Certificates Awarded to a Student
 - i. Bea shared this AR has been approved
- d. AR 4100.3 Recognition of Academic Excellence
 - i. Bea shared this AR has been approved

- e. AR 4225/4340 Credit Course Repetition
 - i. Senior staff had held up this AR, there was an issue with staffing. Dr. Jeffery and Nate Donahue had met to discuss the issues. Both Bea and Esau had reached out to Lisa to check on the status. It was agreed to have AR moved to Academic Senate.

V. New Business:

- a. AR 4250/4345 Probation
 - i. Bea shared suggested language added by the League and Alicia.
 - ii. Alicia explained how she had delineated language from Title 5 and went over her suggested language and explained her reasoning behind her edits to the SAC.
 - iii. Laurie clarified that students often do not find out they are on probation until after they enroll. Melissa confirmed this is correct; students are able to enroll despite being on probation. Students are notified in June/July if they have been placed on probation for the previous Spring semester after grades have posted. Similarly for Fall semester, they are notified in January/February after completion of Fall. After a student is placed on probation for the second semester, meaning their GPA falls below 2.0, then the student is dismissed. Which means students get invited to a BTS workshop, if they are dismissed there is also a block in their enrollment, if they have already enrolled, they cannot do any changes until they have met with a counselor. Laurie added that the biggest challenge is that they have already enrolled before their status is known. Students must be reinstated in order to remain in their units or be limited to less units if approved. Those students who are not reinstated by the deadline are dropped from their enrolled courses.
 - iv. Alicia's suggestions are to move probationary period that leads to dismissal to 3 semesters rather than 2, include counseling interventions as part of the AR, and that units are not limited to 9 or 6 but to allow the students to register for 12 units. Alicia clarified it would not be a requirement to register in 12 units, but they could enroll in up to 12 units. Especially since many students rely on financial aid, which is based on amounts of units.
 - v. Esau pointed out a potential problem of increasing the allowed units to enroll in, since probation is determined by units attempted and units completed. So, if students are allowed to enroll in more units, but then do not complete those units successfully, the problem may be compounded and make it even more difficult for students to overcome probation.

- vi. Bea pointed out this is a bigger issue in the Latino and Black Collegians Program. Bea asked Melissa to provide more information on the demographics and data she had provided. Melissa did confirm that the issue is bigger within the minority ethnic groups. However, these students do attend BTS, and attend the numerous interventions. Unfortunately, these groups do not do as well when they enroll in more units based on a counselor's approval. These marginalized groups who were given more units than 6, did not do as well as other populations. Bea asked Melissa if the banner posted on Corsair Connect would bring more students to see counselors and seek out the interventions, rather than just posting the banner in Winter and Summer intersessions. Melissa agreed that Fall and Spring would help improve number of students seeking out counseling services. The issue is that we need to find a way for IT to remove the banner after the student meets with a counselor, as this banner is annoying to students who already have had the intervention.
- vii. Alicia pointed out that interventions could be done all throughout the Academic year.
- viii. Donna asked what the requirement usually is to allow for counselor to increase units. Melissa responded students usually state they now have a tutor, or childcare, or are not working etc.,
- ix. Bea explained how the process of dismissal and disqualification work. Donna asked for further clarification of what the students who are successful do differently. Bea responded that with roundtables the Welcome Center provided, most students felt the challenges were in managing time and developing stronger study skills. It is not just about allowing students to enroll in more units, the interventions are very important. Financial aid also suspends students from receiving financial aid after two semesters of probation, so students would not get any financial aid their third semester no matter how many units unless approved through an appeal process.
- x. Melissa went over the data, the African American students did not fair as well in subsequent semesters after being approved for more than 6 units. Melissa also was not sure if the data had been influenced by Asian population being impacted by F-1 visa students as they need 12 units to remain on their visa. Data may not have included F-1 visa students.
- xi. Esau stated in the interest of time that the SAC end the conversation, and to grant courtesy to the counseling department to bring their feedback to the SAC on Alicia's proposals. Then the SAC could be able to weigh in more on this. Bea however, wanted to spend a bit more time on this AR for all committee members to understand the complexity of the policies and interventions.
- xii. Bea asked Melissa to go over the graph that showed that students enrolled in 3-6 units had a higher success rate than the students who had enrolled in 7 or more units. Thus, Bea confirmed that being allowed to enroll in more units does not necessarily help. Melissa however clarified counselors have always been able to grant permission to allow students to enroll in more units based on individual circumstances. Melissa stated she was concerned about the suggestion of introducing an additional semester, and based on the data just discussed increasing their units.

- xiii. Bea summarized that current practice is that students are dismissed after two semesters of being on probation. Compared to Title 5 that has 3 semesters listed as the metric before getting dismissed. SMC has a unit cap of 9 units if a student is on probation, Title 5 does not, SMC has a unit limit if they get disqualified to 6 units, Title 5 does not. As we also gleaned from the data, the students taking fewer units do fair better than those students who are taking more units. What are the interventions going to be and what would be put into the AR is not clear.
- xiv. Donna wanted to know more about what the conditions were for counselors that increased student units, and how that would account for the variations in the data. Further, Donna was not sure if there was something else contributing to success or non-success other than just increase or decrease in the number of units. It would be helpful to pinpoint what those factors could be.
- xv. Donna, and James both expressed the importance of learning more of the reasons behind success of some students rather than others. Donna therefore brought up how emphasis perhaps could be placed on BTS and interventions. Although Donna understands it may be difficult to come up with these answers, however seeing correlations between interventions and disqualification could enable us to make broader recommendations. James and Donna agreed that more data is needed to make recommendations. Bea suggested that IR may be able to help look at patterns, etc. Bea also suggested that time management could be a targeted metric potentially addressed by workshops etc. Melissa did point out that those topics are already included in the BTS workshops.
- xvi. Bea stated it was probably best to form a sub-committee and bring that groups recommendations back to SAC for any additional recommendations and final review of regulations.

VI. Meeting dates in May

SAC agreed to meet on May 5th, May 12th and May 26th

VII. Announcements: None

VIII. Adjournment: 2:00 PM

For all documents, visit: <http://www.smc.edu/ACG/AcademicSenate/Committees/Pages/Student-Affairs.aspx>

Next scheduled meeting: May 5, 2021

Respectfully Submitted by Malin Bohman