



Student Services Council Meeting
 Wednesday, May 15, 2019
 9:00 AM • Room 2314
 Minutes

Committee Members Present					
	Nancy Berkey	X	John Yu	X	Becky McCall
X	Sharon Brisolaro		Sandra Hamilton-Slane		Jennifer McCandless
X	Tina Duenas	X	Sue Huizinga		
X	Nadia Elwood	X	Tim Johnston		

1. Meeting called to order by Tim Johnston at 9:04 am.

2. Introduction:

- a) Seth Abrahamsen Research Analyst from Shasta College.
- b) Sarah McCurry
- c) Kate Ashbey
- d) Utah Research Team – National DWD Research
 - 1) Jason Taylor
 - 2) Paul Bruin
- e) Michelle Fairchild
- f) Will Breitbach
- g) Buffy Tanner
- h) Stacey Bartlett
- i) Peter Griggs
- j) James Crandall
- k) Kate Mahar
- l) Jennifer Fox
- m) Liz Kohn

3. Approval of Minutes:

- a) It was moved by Sharon Brisolaro and seconded by Sue Huizinga to approve the Student Services Council May 1st minutes with recommended amendments. All in favor to approve the minutes with changes. Tina Duenas abstained.

4. Information Items:

- a) Budget Outlook

5. Action Agenda – Part 1:

- a) BP/AP 5200 – Student Health Services
 - 1) Becky McCall motioned to approve, Sharon Brisolaro seconded. Motion unanimously approved. None abstained.
- b) BP/AP 5210 – Communicable Diseases
 - 1) No motion for review was done.
- c) SAO/SSLO Data/Process
- d) Program Review (Kate Ashbey and Sarah McCurry)
 - 1) The plan is to hold to the same Student Services Program Review Template and add in some Tableau data.

- 2) Current idea is to start next year, 2020, and do a four-year program review rotation.
- 3) Idea is to create a fillable form in the future.
- 4) Program review will help with the departmental strategic plan as the long view. The annual area initiative plan will also be an additional part.
 - a) Program Reviews can also help with back-up data for SAO/SSLOs.
 - b) Kate Ashbey and Sarah McCurry recommended providing fillable form questions via Google Docs. Google Docs are easier to handle and can provide immediate charts and graphs, even if multiple people are working on the file.
 - a. The plan is to move away from Nuventive for SAOs or SSLOs and switch to Google Forms until a better system is provided. Nuventive does not provide any data analysis.
 - b. Nuventive also does not attach to the annual initiatives.
 - c) Student Services Council will be the first program to not do the program review in Nuventive. The historical data can live in an easier system.
 - a. The benefits include:
 - i. Frustration is reduced and it moves easier.
 - ii. Aggregate Excel file and attach it into Nuventive.
 - iii. Google Docs are a good alternative before a new system is implemented.
 - iv. New software has not been fully researched.
 - d) Tableau Questions:
 - a. Tableau is known to be difficult to manage. The data is great in tableau but the data is not real-time.
 - b. Useful data to consider, include: Things that will impact the needs of the student (e.g. income, prep for college level work, are the students ready?, etc.). Student Services Council should look into what useful data they need to find.
 - e) Student Services Council recommended that Kate Ashbey and Sarah McCurry look into IFS reports to get more real-time information on their students.
 - f) Faculty Software (Colleague/IFS) Access.
 - a. Recommendation was for instruction to make a proposal from the faculty to get basic data of the student that could actually help Faculty.

6. Action Agenda – Part 2:

- a) Student Equity Plan
 - 1) Board of Trustees has approved the Student Equity Plan and will be put into Nuventive for tracking.
- b) Native American Day Resolution Proposal
 - 1) In the past, the Office of Equity and Inclusion was approached by a community partner to help with the event.
 - 2) Included in the proposal is information on the land acknowledgement to the Native Americans/ancestral homes that once resided where our campus is located.
 - 3) Institutional outcomes are also included on the proposal and are under Student Services Council consideration.
 - 4) The proposal does have a strong meaning to the local community.
 - 5) Recommendation that the committee will bring it forward.
 - 6) The Committee requested that the groups listed be verified that they are federally recognized groups of Native Americans.
 - a) Sharon Brisolaro will research the names listed on the proposal.
 - 7) The Committee requested that the signature line be updated to reflect the current Board.
 - 8) Becky McCall motioned to consider the proposal, Tina seconded. Motion to approve after the groups have been verified as well as the update to the names of Shasta College's Board of Trustees members. All in favor, none abstained.
- c) April 1, 2020 Census Day
 - 1) The event is helpful for Shasta College to create a stronger connection with partners in our outreach efforts. Tehama campus will be hosting a kiosk to help support the census.
- d) Initiative Ranking:
 - 1) SSC Review the ranking and provide any feedback on the final VP ranking.

- 2) College Council has deferred to the Vice-Presidents for final ranking on the initiatives. The listed "Council" ranking is actually the ranking of all other departments. The rankings will now go over to the President's Office before going to the Board.
- 3) Student Services Council asked if they should do annual area planning with Staffing or, just go through Personnel Requisitions. Staffing has not been reported out, so the Committee is unaware of what to expect in the future. A request may need to be made to the Vice Presidents to help supply this information for planning purposes.
- e) Financial Aid CDR Management Plan
 - 1) Feedback:
 - a) One of the goals is to have iGrad work with Colleague so that there is an electronic loan application and students can find their Loan Servicers in an easier location.
- f) Instructional Council
 - 1) No updates.
- g) Technology Priority List
 - 1) No updates.
- h) Area Updates / Announcements
 - 1) No updates.

7. Discussion Agenda:

- a) Degrees When Due (DWD) Evaluation – University of Utah Research Team (In partnership with IHEP) site visit.
 - 1) Degrees When Due is a national program that was started by Institute for Higher Education Policy (IHEP). Research in degree awarding found data that many people never claimed a degree even if they had enough credits.
 - 2) Two tracks were created to look into and resolve this issue on the National level.
 - a) Track one is to help resolve the degree completion: Adult engagement, look at everyone's transcripts and award them a degree if they meet the criteria. Anyone that is short a few units should be contacted in some way.
 - b) Track two consists of a reverse transfer approach. Reverse transfer is when a student comes to Shasta College but transfers without completing the degree. If the student returns to Shasta College, we will look into the classes they took at the transferred college and consider awarding them a degree if the units are transferrable and eligible for degree completion.
 - 3) Around 4,300 students, from 2013 to current, who have 45 units or more, have left Shasta College without a degree or certificate.
 - a) Intent of the Degrees When Due is to help Shasta College resolve this situation.
 - 4) Around 600 student left Shasta College without a degree or certificate with 60 units or more and also completed the core transfer classes. So, far:
 - a) A little over 200 of the 600 students have been reviewed and about 1/3rd are eligible for a degree and 1/3rd are missing the computer literacy certificate; while, another 1/3rd have only a few more credits left towards getting a degree.
 - 5) Computer literacy: Committee suggested that someone advise Tom Martin and Cathy Anderson what is happening with the Student Services Council and DWD team.
 - a) Academic Senate voted and removing the computer literacy requirement did not pass; however, the vote did allow the option to have this reviewed again in the future.
 - 6) Utah Research Team:
 - a) Institute for Higher Education Policy (IHEP) is an intermediary organization that helps with the National DWD initiative. Currently, there are around 37 colleges participating.
 - b) The Utah research team are collecting data to see what is going on, the impact on students, as well as creating a partnership with colleges.
 - a. Shasta College is one of the National research sites to help improve and resolve any issues.
 - 7) Computer programming potential:
 - a) Currently, Rochelle Morris and Rebecka Renfer are going through degrees one-by-one; however, there may be a potential to where a program can be written that will formulate units to find out if a degree could be earned.

One of the degree completion barriers is the physical degree application. It may be better to look into an option degree application to cover any unknowns, but our main awarding system

will be an application with a sequel type query that looks at different routines in course and degree patterns. Essentially, we create a list of probable degree awards in which the application routes its awarding routine. Hopefully, in the future, this will not require an application, but something that can be ran in the background and provide degrees automatically.

- a. Hopefully the routine can compare against all course and degree patterns, independent of allocating a specific degree.
- b. It could allow Shasta College to award all degrees that the student earned rather than a single degree someone specifies.

8) What does Shasta College need to do in order to move forward?

- a) Remove the student from being the initiator for degree evaluations.
- b) The programming code is available to us for creating an automatic review process; however, we may need to customize it to Shasta College.
 - a. The person programming the system does not necessarily need to know about the degree programs. The system should allow anyone to upload a spreadsheet of the degrees and the system will auto-read the sheet to provide degree completions when needed.
- c) Concerns regarding an automated system:
 - a. How will the automatic process hinder or change current physical application and what about other items that currently require the physical application (e.g. commencement sign-up, etc.)?
 - i. Idea is to change the paper application or marketing of the commencement sign-ups.
 - b. Paper application can also be utilized as a way to get degree's posted for those that need immediate processing.
- d) Do we really know how many of students did not earn a degree because of the physical application? In terms of Guided Pathways, we will hopefully have a more immersive student contact in order to resolve these questions.
 - a. Expectation with Guided Pathways could create a higher contact. Going forward consideration should be placed on if the automated system helps.
 - i. Degree Audit presumes that you have a degree in the system to audit and in degree audit we look at a single degree rather than compare it to many degrees.
 - ii. Automated system will still require the high-touch/immersive aspects of Guided Pathways.
 - b. With Guided Pathways, there is a change that the number of offered programs will change. The question now is where to start?
 - i. Recommendation from the Committee was to start with the degrees that have a high transfer rate.
- e) What does the actual paper application trigger that we cannot do without? It triggers the Degree Audit and evaluation.
 - a. Investigation and research needs to be done on the workflow for students as well as the staff.
- f) An online process was recommended for students so as to request attendance to commencement.
 - a. Idea was to allow the students this option through the "single sign-on" location. It can also double as a way for a student to "opt-out" of automatic degree awarding.
- g) Committee recommend setting up a sub-committee to work with IT:

9) Communication:

- a) Email address and phone number are setup for student contact.
 - a. (530) 242-7537
 - b. Issues with the phone working arose when one of the committee members tried calling the number.
 - i. Recommendation was to research the issue with IT.
- b) Current set procedure is to call students who are eligible for degrees, or close to a degree, and inform the student.
- c) A webpage has been created and is publicly accessible:

- a. Shastacollege.edu/degreeswhendue
- d) A portion of the ACE website will also link to DWD webpage.
- e) Students that need only one or two classes will be directed to the ACE office, because of the dynamic of ACE classes offering them a chance to finish the rest of their degree in a shorter amount of time.
- f) Students needing the Computer Literacy requirement should receive a letter that provides the different ways they can achieve this last requirement.
 - a. The payment for the Computer Literacy test is currently being charged to Student Services.
- g) Committee would like to set a reminder that if we ask the student to come back and finish, we may only have one shot to help them.
- h) Committee recommended that Staff be trained on DWD, especially those that will be potential first and secondary contact when students call in.
 - a. Current areas to train:
 - i. Student Life, Admissions and Records/Financial Aide
 - ii. Extended Ed.
 - iii. Applicant Outreach team
 - iv. Any other suggestions welcome.
 - b. Advisement was to gather the main points of contact together and provide them with what they should say and what will be the protocol if someone doesn't know the right answer.
- b) Recommendation was to also see if we can find out whom needs to apply through CCCApply.
 - 1) Can we do a cross-reference of those who have been put in the active directory and those that have not? Yes, James Crandall will research this information.
- c) Many communities do a marketing campaign around DWD.
 - 1) Recommendation was for the Committee to look at what will the marketing look like?
 - a) It has been branded differently among colleges, but mostly tied to prior initiatives.
- d) A broad message may be more helpful and beneficial to what is being done with DWD at Shasta College.
 - 1) Recommendation was to consider the student demographic for advertising purposes.
 - 2) Equity populations is another demographic that should be considered when creating marketing materials.
- e) Comments:
 - 1) Transfer Center has agreed to support DWD.
 - a) The Transfer Center might have some capacity to offer data and be able to provide back-up support as needed.
 - 2) Collecting data for the non-academic barriers: Is this going to be collected as part of another communication? We may need to report on financial reasons, incomplete paperwork, disciplinary or any non-academic barrier. How are we going to collect this information? What is the population? Are we going to ask? If we notice it and post without talking to someone, we may not get the information we need. Students who meet all academic requirements for associate degrees. This is a reporting metric. The idea is to try and understand those not meeting requirements but what can be in the way.
 - a) We have the list of things we need, consideration needs to be placed on how we collect it, etc. How do we ask and how do we record it?
 - b) We can collect data if students call back, but what do we do when we cannot talk to someone or no one calls us back?
 - c) What can come out of the conversations and how will we track it?
 - 3) What will we do with student who contact us and say something about being in default, etc.?
 - a) Will follow-up be required? If so, how will that look?
 - 4) What about adding Counselors into the knowledge and training?
 - 5) Utah Research Team:
 - a) Determined that a nine month period to setup a workable pilot DWD program is important because the work impacts every part of the College. Working with DWD makes a college rethink current process as well as those in the past.

8. On Deck BP/AP:

- a) Discussion postponed to the next meeting.

9. Meeting adjourned at 11:06 am.

NEXT MEETING:

The next meeting is scheduled for Wednesday, May 15th from 9:00am – 11:00am in room 2314.
Minutes recorded by: James Konopitski, Administrative Secretary I, Enrollment Services.