



# Shasta College

Student Services Council Meeting  
May 31, 2017 • 9:00 AM  
Room 2314

## MINUTES

Committee Members Present					
X	Stacey Bartlett	X	Sandra Hamilton Slane	X	Sheree Whaley
X	Sharon Brisolaro	X	Tim Johnston		Leann Williams
X	Tina Duenas	X	Becky McCall	X	Jenna Barry Highfield - Guest
	Nadia Elwood	X	Kevin O'Rorke		

### CALL TO ORDER

The meeting was called to order by Tim at 9:00 a.m.

#### 1. Approval of Minutes

It was moved by Stacey and seconded by Tina to approve the Student Services Council May 17, 2017 minutes with amendments. Sandra and Becky abstained.

#### 2. Information Items:

##### a) MyShasta – New Look

- 1) Feedback from Student Services Council difficult to read the list with the waves image in the background. Knight logo is attractive, but questioning if this particular logo is the Athletic brand? After logging into MyShasta the next panel of links are showing up on the far right side of the page.
- 2) Add to Student Services IT meeting agenda topic of single sign on timeline.

##### b) CCCApply – Automated Message

- 1) Moved to the online application. The paper application was updated for those who might require that option.
- 2) Three Congratulations letters - CA Resident Letter, Residency Pending, & Out-of-State.
- 3) One Welcome letter.
- 4) Welcome Letter will include the Student ID number and their MyShasta log in.
- 5) Same closing message on both letter and suggestion to not use the same one on both the Congratulations and Welcome letters.
- 6) Add contact information for the Student Success Center.
- 7) Provide direct phone number for Residency Technician in letter.
- 8) Possible for text message in the future? Response was, down the line, but not yet.
- 9) Possible to get names of students out of CCCApply who identify as being part of certain programs, such as foster youth?
- 10) Suggestion to ask Dave to write an IFS report that could be run by staff. Add to IT meeting agenda.

#### 3. Discussion Items:

- a) Name Change: Office of Access and Equity to the Office of Student Equity and Inclusion Name change inspired by DSPS name change. Vote on Office of Student Equity and Inclusion name was approved. Majority of college programs include Student Equity in the naming

convention. While researching, some other programs included terms like “Social Justice” and “Diversity. “

- b) Name Change: Vet Resource Center to the Veterans’ Support and Success Center
  - 1) There was consensus in wanting to include Success and Support. Veterans club was asked for feedback and liked the new terms
  - 2) Moved to recommend the name changes by Sharon and seconded by Sandra. Recommendation to move forward.
- c) Tentative Agreement and Staff Scheduling
  - 1) Flexible work schedules.
  - 2) Focus on what is best for the students and mission for the college.
  - 3) Want this to be successful long term and plan out how to handle.
  - 4) Pilot schedules this year and iron out the wrinkles.
  - 5) Work out common messaging and metric in council
  - 6) Was approved by CSEA members and goes to board to June.
  - 7) Additional discussion at retreat pending Board approval.
- d) Chancellor’s Office Visit – Debrief and update on Integrated Planning  
Complete a draft over the summer. It is on the Student Success Committee agenda for the end of August. If Equity Committee available to meet and could review, would be ideal. Sharon believes they will reconvene in early August. Due date extended to December 15<sup>th</sup>. Impetus triggered by an article that questioned the impact of the results in connection with the funding. Growing focus by legislature on measuring outcomes. Aim for November Board meeting.  
5 key goals
  - 1. Decrease achievement gap.
  - 2. Improve assessment procedures and address barriers to access.
  - 3. Increase opportunities for professional learning that will increase faculty/staff responsiveness to the needs of diverse groups of students.
  - 4. Increase course and degree/certificate completion and persistence through enhanced services.
  - 5. Increase rates of throughput to transfer level course success and rates of transfer.

#### 4. Articles:

Colleges Discover the Rural Students

<https://www.nytimes.com/2017/01/31/education/edlife/colleges-discover-rural-student.html? r=0>

What Community Colleges Do That Universities Don’t

<http://time.com/4773148/community-college-jobs-graduation/>

#### 5. Area Updates

- a) Summer Hours – every office open 8 – 5:30 pm, but when staff available and working 7 am – 6 pm, areas will be open during those hours. A&R windows open until 5:30 pm, Counseling appointments available up to 5:30.
- b) LGBTQIA Point of Contact
  - a. Sharon Brisolaro, Associate Dean of the Office of Equity and Inclusion, starting May 2017, will serve as the point of contact/liaison. One member of the EEO Committee was at a conference and learned there was an ed code, which indicated colleges would have a point of contact for LGBTQIA. Heather Wiley has also provided resources in the past.
  - b. Tracking course failures. Research is looking into how to track and a future conversation will be held.
- c) FAID
  - a. First Pell Grant to be disbursed next Thursday.
  - b. SAP notifications will go out.
  - c. Year round Pell is coming, which means students can get three Pell Grant disbursements for fall, spring and summer. Expecting to receive more guidance in the future.
  - d. Enrollment status, 3 – 5.5, ¼ time 6 – 8.5 half time, 9 ¾ time, 12 full time.



- e. FAID Summer – 8 – 5:30 pm. Staff working.
- f. During the summer also have FAID intake available in A&R from 1:00 pm – 5:30 pm.
- g. Appeal committee continues to meets during the summer.
- h. Appeal students are tracked.
- d) DSPS/EOPS/CARE/SCI\*FI/TRiO
  - a. Lots of hiring taking place in the area.
  - b. Cabinet approved to go to a non-tenured counselor/part time director who works out at the high schools.
  - c. Upward Bound activities
- e) Research
  - a. Wrapping up Fact book for 2016, will out in next month or so.
  - b. Working on report for results of SAO's, SLO's and Kate will present.
  - c. Tracking of North State Together.
- f) Student Life
  - a. Graduation went well and thankful for the good weather.
  - b. Focus moved to Global Ed.
  - c. All Far Northern Students.
  - d. Hoping for 1x1 ratio with students coming from Korea.
  - e. Male dorm is full and has a waitlist. 13 spots remaining in female dorms.
  - f. Pushed back next planning meeting and then 5<sup>th</sup> and 9<sup>th</sup> architect interviews.
- g) Enrollment Services
  - a. Common Assessment will need to be implemented, as it is part of the SSSP funding.
  - b. Continuing conversation with English Dept. regarding students who are in 10<sup>th</sup> grade or below. Draft proposals being reviewed covering guidelines and decision rules.  
Suggesting: Baseline GPA of 3.5, essay by student, and letter of recommendation from the student's high school English teacher.
  - c. July 26<sup>th</sup> concurrent enrollment date.

#### 6. Other / Announcements

- June 28<sup>th</sup> SSC Retreat
- Early July, another visit from marketing firm Interact, to discuss

#### Parking Lot:

TracDat - screen update  
 Adult Learning Focused Institution (ALFI) results  
 Health Fee Procedure – second consideration  
 Concurrent Enrollment Fees  
 "Branding" Hobsons – second consideration  
 Hobsons Starfish update  
 Marketing plan / marketing  
 Website  
 Integrated Planning  
 Program Review

Regroup  
 Dub labs app  
 FAQ  
  
 Guided Pathways  
 Learning goals / progress checks  
 Increase access/support  
 Student success – no wrong door  
 Business partnerships

#### **NEXT MEETING**

The next meeting is scheduled for Wednesday, June 14, 2017 at 9:00 a.m. in room 2314.

Recorded by: Michelle Fairchild, Administrative Secretary, Enrollment Services



Graduates, faculty and guest in the audience listen to President Barack Obama deliver the commencement address at Lake Area Technical Institute, Friday, May 8, 2015 in Watertown, SD. Pablo Martinez Monsivais—AP

## EDUCATION

# What Community Colleges Do That Universities Don't

Mitch Daniels and George Miller  
May 22, 2017



### IDEAS

*Mitch Daniels is president of Purdue University and a former governor of Indiana. George Miller represented California in the House of Representatives from 1975 to 2015 and chaired the House Education and Labor Committee. They co-chair the Aspen Institute Prize for Community College Excellence.*

In tiny Watertown, South Dakota — in the middle of America — one community college is doing the unthinkable. Six months after graduation, 99% of students from Lake Area Technical Institute (LATI) are employed or continuing their education. After five years, graduates earn wages higher than average for all other workers in the region. Seventy-four percent of students at Lake Area graduate or



transfer to a four-year college within three years — compared to fewer than 40% for community college students nationally.

This small community college's success should capture our attention. It should become a model for what higher education at its best can be all across America, where, since the end of the recession, 95% of jobs have gone to workers with at least some college education. Those with a high-school diploma or less are increasingly left behind.

Beyond creating clear academic pathways for students, setting learning goals and measuring progress, increasing access and support for minority and low-income students, and building a culture where student success is everyone's business, there's another crucial thing that defines the best community colleges: They partner with businesses to make sure that what students learn has value on the job. One of the main reasons LATI does so well in preparing students for careers is that regional employers know they can rely on LATI for talent, so employers themselves put skin in the game.

These businesses provide internships and expensive equipment: airplanes for aviation students, robots for manufacturing students, a cadaver lab for nursing students and a remote weather station for agricultural students. At times, they subsidize faculty salaries to get the best people in front of the classroom. They stay in touch with professors monthly or even weekly to make sure students learn the most up-to-date skills.

LATI and other colleges are excelling not just because of what happens inside their doors. They're excelling because business partners have invested heavily in their success.

At Florida's Indian River State College, employers have helped the college build innovative and up-to-the-minute workforce programs. Nursing and EMT students practice real-world scenarios in a simulated hospital ward on campus, and dental hygiene students work with dentists to treat patients in an on-site dental clinic.

College leaders and public officials developed a sophisticated public safety complex, where students practice testimony in a mock courtroom, incarceration procedures in jail cells and emergency response techniques in outdoor buildings destroyed by simulated disasters. Industry partners have also helped the college build employability training into its curriculum so that students graduate not just with technical knowledge but also the soft skills required to excel.

What do employers get in return for these deep investments? A steady stream of great hires — which is no small thing at a time when U.S. companies in many sectors express difficulty finding skilled workers.

Colleges must also do their part to ensure that industry partnerships make sense. Given the rapid changes in the labor market, leaders at excellent colleges regularly review workforce projections to ensure they are offering the right number of seats in the right programs and courses. They aren't afraid to get rid of programs that don't lead to family-sustaining wages, even if employers want them. And they work with high schools and four-year colleges to build career pathways that make sense.

With 1,100 community colleges across America, it's safe to say that every U.S. employer has one nearby. For our nation's six million community college students — as well as our national economy — to reach their full potential, employers and community colleges must work together to provide the talent needed to expand opportunity and expand our economy.

Ideas *TIME Ideas hosts the world's leading voices, providing commentary on events in news, society, and culture. We welcome outside contributions. Opinions expressed do not necessarily reflect the views of TIME editors.*



**The New York Times** | <https://nyti.ms/2jPdzDL>

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EDUCATION LIFE

# Colleges Discover the Rural Student

By LAURA PAPPANO JAN. 31, 2017

On a late-autumn Sunday, a bus pulled out of El Paso at 3 a.m. carrying 52 sleepy students and parents from western Texas and New Mexico. A few had already driven several hours to get to El Paso. The bus arrived at Texas A&M 12 hours later, in time for a walking tour and dinner. After “Aggieland” information sessions, including a student panel and classroom visits, a stop at the Bonfire Memorial and an all-night drive, they arrived back in El Paso at 8 a.m. Tuesday.

“People don’t realize that Texas is a huge state,” said Scott McDonald, director of admissions at Texas A&M who came up with the idea of bus trips upon realizing that students from remote areas would not visit on their own. “Sometimes colleges say, ‘We don’t get many of those students; it’s not worth our time.’” He disagrees. Rural students bring “a unique perspective” to campus, he said. “In terms of diversity, geography is just as important as racial and ethnic.”

Mr. McDonald proved prescient. Given election results that turned up the volume on the concerns of rural Americans, who voted their discontent over lost jobs and economic disparities, higher education leaders are now talking about how to reach the hard-to-get-to.

“All of a sudden, rural is on everyone’s mind,” said Kai A. Schafft, director of the Center on Rural Education and Communities at Penn State, adding that November’s vote amplified the plight of people who had heretofore been “pretty systematically ignored, dismissed or passed over.” That’s partly because, while the federal government labels 72 percent of the nation’s land area “rural,” it is home to only 14 percent of the population, and rural schools educate just 18 percent of the nation’s public school students. Locales designated as rural have higher poverty rates and lower education levels than those labeled urban, suburban or town.

To college administrators, rural students, many of them the first in their families to attend college, have become the new underrepresented minority. In their aim to shape leaders and provide access to the disadvantaged, higher education experts have been recognizing that these students bring valuable experiences and viewpoints to campuses that don’t typically attract agriculture majors. Rural students, said Adam Sapp, admissions director at Pomona College, have “a different understanding of complicated political and social issues,” offering “one more lens through which to see a problem.”

Drexel University College of Medicine even includes rural students among those served through its diversity office. Clemson University last fall began offering them special scholarships through its Emerging Scholars Program. And nonprofit organizations that once focused on urban dwellers are now sending counselors into remote high schools to guide them in the application process.

These students face specific challenges. They attend schools so small that some teachers double as guidance counselors and bus drivers. In western Texas, the sports teams of Alpine High School can travel five hours each way to face opponents. In one removed Kentucky town, Irvine, students gather in a McDonald’s parking lot for internet access, when it’s working. Rural schools also often have less access to Advanced Placement courses.

There’s an achievement paradox here, too: While students in rural high schools graduate at rates second only to suburban students (80 percent, compared with 81 percent), and perform at or above other students on the National Assessment for



Educational Progress, they enroll in four-year degree programs and pursue advanced degrees at lower rates.

Just 29 percent of 18- to 24-year-olds in rural areas are enrolled in college, compared with 47 percent of their urban peers. Research also shows that they “under-match,” attending less competitive colleges than their school performance suggests, often favoring community colleges.

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The simple question — What is college for? — gets more complicated depending on where you ask it. Rural America has been slow to see the net value in higher education. For regions in pain, do university degrees help?

Higher education is a fraught subject in rural communities. “It is not simply deciding to get a college degree,” Dr. Schafft said, “but deciding you will probably not be able to come back.”

In regions suffering economically — in four years, Kentucky has lost 10,000 coal jobs paying \$60,000 to \$70,000 a year — residents are grappling with the loss of good unskilled jobs. “People who have grown up in our state, if they have grown up on a farm or a family connected to the coal mining industry, many of them believe erroneously that college may not be all that important,” said Robert L. King, president of the state’s Council on Postsecondary Education. An educated work force, he said, is needed to attract new industry.

With that goal in mind, a Kentucky working group on rural access to higher education made recommendations in 2013 now being carried out. They include extending the internet to isolated areas and offering Advanced Placement and college courses in high schools so that students realize they are capable of doing college work — countering, Mr. King said, “the natural concern that you may not be able to be competitive with kids who have grown up in suburban or larger communities.”

The belief that college is for other people, not country folk, is hard to break, said Sahar Mohammadzadeh, a high school junior and a leader of the Student Voice

Team of the Prichard Committee for Academic Excellence, a Kentucky education advocacy group. Team members recently interviewed high school students around the state, including rural students who, she said, are “being pushed down career pathways” even when they express academic interests.

“They are putting kids who want to be accountants into welding classes” instead of high-level math classes to ready them for college work, said Ms. Mohammadzadeh. “It is really powerful and heartbreaking to go around this state and see all this potential being thrown away.”

But there is also ample indifference on the students’ part, and not just in Appalachia. Jeanne Minton, dean of students at Union City High School in Oklahoma, said that only half of her 25 seniors are considering higher education. “In the small area where we are from, there are not always a lot of high expectations,” she said. “We are not striving to be valedictorian or have a C average or higher. We are striving to get graduated.

“Once they get out of high school, getting them to college is hard,” she said. Although she brings students to a college fair at a nearby community college, she said that “the last one we attended was worthless — my students walked around and they were ready to go.”

For urban and suburban students with college aspirations practically part of their DNA, such lack of interest can be hard to fathom. Yet even though college graduates earn on average 70 percent more than nondegree holders, daily experience in economically depressed areas may not argue for it. When a degree doesn’t guarantee higher pay, welding might seem a more desirable skill. Students are also reluctant to pursue study for jobs they don’t see around them.

Cameron Wright, a freshman at Yale, grew up in Fleming-Neon, Ky. (pop. 728), a onetime coal town with a median income of \$20,917. There is little else than fast-food work for his generation, he said. “Our parents and older people remember it as a bustling town,” and going away to college may be perceived as a rejection of small-town life. “People leaving can be almost like a death in the family,” he said.



The strengths and challenges of rural communities are little known outside of them, said Mr. Wright, and their concerns are often missing from the national debate. “Everyone is always talking about how policies affect urban people,” he said, and described a dining hall discussion about climate change with a friend from California. “He was talking about the need for people to use public transportation, and I was trying to say, ‘There are rural people who don’t have bus routes crisscrossing their towns.’”

Christopher Bush, a social work major at Portland State University, also experienced a cultural divide on campus. He grew up raising cattle, and struggles with the “Portlandia” fervor for vegetarian, vegan and organic. When friends say, “I don’t want to eat that stuff” and “eat cleaner,” it challenges his values. (As a freshman, he recalls being baffled by his first brunch invitation. “I was like, ‘I don’t know what brunch is.’”)

While Portland State is not one of the country’s land-grant universities, with an agriculture mission and major, it attracts its share of Oregon’s rural students “who want something radically different,” said Shannon Carr, director of admissions. With big agriculture buying up smaller farms, “everything is becoming more automated and competitive,” she said. “There is a sense that the more business acumen a family member can bring to the table, the better.” Still, there remain “proud families that have learned by doing” without college degrees.

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The message that rural students need more guidance is not lost on college access organizations. Over the last few years, College Possible, College Advising Corps and College Forward have expanded their free counseling into remote areas.

In rural Texas, College Forward has added two high schools and is partnering with a state college and three community colleges. “College Forward used to be bachelor’s degree or bust,” said Austin Buchan, its executive director. With oil and gas prices down and energy companies shuttered — hurting manufacturing, steel and other industries — a two-year degree, he said, can help land or keep a job. And community college, he acknowledged, may be the best pathway for those helping to support families and for poor academic performers.

Selective four-year colleges are looking for strong low- and middle-income students, but finding them is hard.

In September, with the ability to identify such students from its database, the College Board sent customized guides on applying to college and for financial aid to 30,000 students in rural schools. “Better reaching rural students has been a top priority since I joined four years ago,” said David Coleman, president and chief executive of the College Board.

A team is also in place exploring more tailored help, including virtual college advisers with local knowledge, a rural-specific college application guide, outreach to counselors in rural districts and more online help (100,000 rural students have signed up for personalized SAT practice on the Khan Academy site through the College Board). “Our higher ed partners are excited about that,” he said, adding that the election made clear “simmering needs that have been an issue for a long time.”

Some high schools are so distant from population centers that college representatives never visit. Nor are they getting the fancy pamphlets. “There is definitely a drive and understanding that these kids are out there,” said James G. Nondorf, dean of admissions and financial aid at the University of Chicago and an architect of the Coalition for Access, Affordability and Success, a new collective of public and private campuses. “They are just harder to reach.”

Last fall, coalition members divvied up a White House-generated list of underserved high schools to visit. Their representatives are supposed to pitch not just their own school but the whole group.

Mr. Sapp, the admissions director at Pomona, was assigned to rural North Carolina. On Sept. 15 he flew to Charlotte and then drove three hours to visit two high schools. He had impromptu meetings with just two students and two counselors, who introduced him to some local educators. “I had to explain where Pomona was” — that’s California — “and what Pomona was all about.”

As a one-time rural student himself, from Danville, Ohio (pop. 1,100), Mr. Sapp understood the value of his effort. Rural students “are not kids who will automatically fall in front of us,” he said. “We have to do the work.”



## **Initial Reflections on Serving as a LGBTQIA Point of Contact May 2017**

**Purpose:** Shasta College is establishing a Point of Contact for the needs of lesbian, gay, bisexual, transgender, queer, questioning, intersex, asexual/agender faculty, staff, and students on our campus and extended education sites in compliance with California Education Code Section 66271.2. The name, position of the point of contact will be published on the Shasta College web site on included in campus based directories. Currently, the Shasta College Point of Contact will be the Associate Dean of the Office of Equity and Inclusion (formerly the Office of Access and Equity).

### **The Role of the LGBTQIA Point of Contact**

The manner in which the Point of Contact position is structured differs on each campus. Our current understanding of this role establishes the following responsibilities:

- to establish an advisory panel the members of which can be consulted on emerging issues or situations as needed (see below);
- to inform the campus community about the establishment of a central point of contact to which members of the LGBTQIA can address concerns or learn about available resources;
- to appropriately route issues raised to Human Resources, Campus Safety, department administrators, the campus psychological counselor, the Behavioral Intervention Response Team, Title IX coordinator, or Shasta CARES, as appropriate;
- to inform appropriate committees including the EEO Advisory Committee about the needs and concerns raised by LGBTQIA members of the campus community and suggest education/training needs and other resources needed to create greater safety and communities of belonging on campus for a range of diverse campus populations.

The Point of Contact will not serve as ombudsman, legal aide, sole supporter of LGBTQIA community members, primary Safe Zone or other LGBTQIA trainer, or representative LGBTQIA faculty or staff on campus.

### **The Role of the Advisory Panel**

The Advisory Panel will include members representing diverse LGBTQIA communities. The panel will meet at least once a semester and will be available to provide feedback by email or phone on concerns/issues brought to the attention of the Point of Contact. The Point of Contact will be responsible for recruiting members to the panel, working with the panel to establish guidelines for participation (e.g., protecting the identity and information of those contacting members), communicating the role of the Point of Contact to the panel, and arranging for meetings.

The role of the advisory panel will be to:

- to provide multiple perspectives from which incidents can be understood and analyzed;
- to broaden our contact with community resources and campus contacts;
- to support a greater number of trained people on campus taking ownership for co-creating an environment supportive of the success of LGBTQIA community members;
- to provide LGBTQIA faculty, staff, and students with greater assurance that their needs and concerns will be understood and considered by people who have lived experiences within LGBTQIA communities;
- to provide feedback on education, training, or other resources potentially needed on campus.

Advisory panel members will be trained in Safe Zone, in appropriate language/terminology, community resources, and appropriate channels for response to issues on the Shasta College campus (e.g., issues that are the responsibility of the Human Resources Department and issues that are the purview of Campus Safety, etc.). They will be asked to sign statements of confidentiality and will establish agreements for the protection of advisory members and others including using positive, affirming, resilience-based framing and not “outing” or discussing the sexual orientation of others without their current, express, direct, and context-specific agreement.

Advisory members will include, at minimum, the campus Point of Contact, and representatives from the following groups: Shasta College Gay Straight Alliance (one student and faculty advisor), faculty (at least one LGBTQIA representative), classified staff (self-identified as member of LGBTQIA community), NorCal Outreach, Shasta CARES, and Human Resources.