Shasta College

Student Services Council
Wednesday, Oct 6, 2021
10:30 AM – 12:30 PM

MINUTES

District / Division Goals

Goal 1: Increase First-Year Persistence by 2%

Goal 2: Increase Completion Rate by 2%

Goal 3: Increase completion efficiency by 1%

Goal 4: Increase course success by 1%

Goal 5: Improved math/English through-put particularly for disproportionately impacted groups

To increase the number of credentials awarded and the number of students transferring to UC/CSU and decrease the number of accumulated units, by the end of Fall 2021:

- o "Come Back Better" by evaluating and re-engaging students and staff through timely, efficient, relevant and convenient methods of interaction.
- o Expand implementation of the New Applicant Outreach project to increase enrollment.
- o Evaluate workflow for proactive student support that aligns "area of interest" Counselors, support staff and community resources to help students remain on their path.
- o Support the full implementation of automated Student Education Planning software.
- o Support the expansion of electronic signature workflows.
- o Implement the Credit for Prior Learning workflow.
- o In collaboration with EWD, re-activate the Career Center.
- o Continue to expand the front-end transcript evaluation process.

Committee Members (voting)							
X	Robert Bowman	X	Sue Huizinga	X	Buffy Tanner
X	Jerry Brown	X	Tim Johnston		Natalie Tucker
X	Nadia Elwood	X	Sonja Mendes		
X	Sandra Hamilton-Slane		Amber Perez		
X	Nick Webb	X	Carlos Reyes		
Guests (non-voting)							
X	Billy Miller	X	Shaunna Rossman		

1. **Interim Dean of Student Services**
    a) The group welcomed Shaunna as the new Interim Dean of Student Services. Shaunna will bring a counselor perspective to the group which is greatly needed.

2. **Approval of Minutes**
    a) Minutes Sept 1, 2021: Buffy motioned and Robert seconded to approve the minutes. Motion passed with Sonja and Shaunna abstaining.

3. **Information**
    a) 2021-2024 Strategic Plan
        1. Plan has been approved by College Counsel.
        2. Sandra highlighted the importance of keeping the Plan in mind in order to focus work toward the Institutional Goals.
    b) Add Authorizations
        1. Buffy updated the group and improvements to the add authorizations process.
            a. Matt Gallmeister created an automated email process that will run every hour identifying newly granted add authorizations. When an add authorization has been approved, students will receive emails with instructions on adding classes.
            b. Matt also created an email template for students who need to request an add authorization. In MyShasta, students can click on the course section number to view the details page. Students can then click on a link to request add authorizations. An email template to the instructions with all the pertinent course information will pop up in the student's default email (Google, Yahoo, Outlook, etc).
    c) Degree Application in Dynamic Forms
        1. Buffy walked the Committee through the new degree application in Dynamic Forms.
            a. Students can submit an application for a past or future term.
            b. Students can enter the name they wish to have printed on their diploma. Official transcripts would still show the official name listed in Colleague.
            c. Students acknowledge they understand that the evaluators will use the catalog rights that are most beneficial to the degree.
            d. Pre-Evaluation Acknowledgement
                i. If application is submitted during the pre-evaluation period, the evaluator can let them know if they are on track to graduate or what additional classes/steps need to be taken.
                ii. If application is submitted after the pre-evaluation period, it won't be processed until after final term grades are received.
                iii. Degree applications received after the pre-evaluation period are currently being processed within 2-3 months after grades are received.
                iv. Two new degree evaluators have been hired and will help shorten this time period.
                v. If application is submitted after the deadline and additional classes/steps are required, it can be returned to the student who may need to apply for a future term.
                vi. Per suggestions by the Research Dept, the new degree application includes a survey for every graduate regarding program learning outcomes for each program. Every program has seven standard questions which are built into the current application.
                vii. Each program also has individual questions which will be built into the degree application at a future date.

viii. Upon application submission, students will see a confirmation page and receive a confirmation email that the application was submitted.

ix. Upon receipt of the application, the evaluators review the application and sign. The student will get an email regarding initial evaluation status and see any notes made by the evaluator.

x. The final evaluation will take place after grades are turned in.

xi. After Evaluators update the application, the student will receive an email with a link to the results of their application. The student will see either congrats! and status of certificate or information that the application was not approved with notes.

xii. All students will be required to submit their degree application through the new Dynamic Form. All other forms (paper and pdf) will be returned to the students.

xiii. Buffy will email counselors with information regarding the new process.

xiv. Suggestions/questions/comments:
1. Office staff should be notified regarding the new process in order to better assist students.
   a. Buffy will produce a video with a "walk through" of new form.
2. If degree name and number do not match on the form, can form be returned to student to update?
   a. Yes. A note will also be added to the bottom of the form for future reference.
3. Can dates for pre-evaluation period be added to the form?
   a. Buffy will follow up regarding adding dates since the year changes, but months do not.
4. Can dates be added to the confirmation email so students know what process step they are in?
   a. Buffy will follow up regarding this.
5. If staff complete form as a test, please email Buffy to delete the test form.
6. Big kudos for adding the option to self-select the name reflected on the diploma. This will positively affect transgender students as well as students going by names other than their legal ones.
7. Reminding students to check emails for updates is an ongoing struggle.

d) Credit for Prior Learning (CPL)
1. Requests will be more frequent as we have elevated visibility on the website.
2. Link to the counseling website with information about CPL and the variety of ways students can obtain college level learning.
   https://www.shastacollege.edu/counseling/credit-for-prior-learning/
   a. AP Exams
   b. CLEP exams
   c. Credit by Exam/Assessments
   d. High School Articulation

      e. IB Exams

      f. Industry Recognized Credentials

          i. Students can receive credit for common industry recognized certificates. Faculty are currently developing equivalencies and they will be posted to the website.

          ii. If no current equivalency is available, students can request an evaluation by faculty to determine credit.

      g. Portfolio

          i. Students can also receive credit for time worked in a specific field.

          ii. Students can provide documentation related to learning and narrative on their learning to determine equivalency in order to receive credit.

      h. Transfer Credit from Other Colleges/Universities

      i. Veteran/Military – New evaluation process will result in credit for equivalent courses based on military experience and not just elective credit.

      j. Currently working on a complete transcript revision process that will allow us to update the Shasta College transcript as soon as we receive scores. Should be in place before next term.

      k. We are embarking on competency based learning. Kate Mahar will be attending a future Student Services Council meeting to present information.

      l. Counselors will be aware of CPL processes and will ask students about applicable credit.

      m. Our goal is that when students have a transfer transcript evaluated and CPL added to coursework, that information will appear in self-service ed planning.

      n. Credit earned through CPL will be locally recognized. Transfer schools may not accept the same coursework/units that we do.

      o. Per the Chancellor's office CPL policy, the transcript must state credit was earned by CPL.

      p. Any coursework earned in any CPL will be at the top of the transcript with the heading of "Credit for Prior Learning". Each type of credit will also be notated as to what type of CPL it was.

      q. CPL credit will not associated with any particular term.

e) CSSO Conference Report

   1. Sandra, Nadia and Amber attended.

   2. Sandra went to housing sessions. Irvine Valley is doing tiny homes on campus to provide student housing.

   3. Those who attended will email out notes if there was anything they learned that they wanted to share.

f) Program Evaluations

   1. Programs for 2021-2022 cycle

      a. CalWORKs

      b. EOPS / CARE / SCI*FI

      c. Foster and Kinship Care

      d. Health and Wellness (moved to 2022-2023)

          i. Tim approved the delay of the Health and Wellness evaluation so new services currently being implemented can be included.

2. Sandra or Seth Abrahamson can help with Tableau use.
3. Program Evaluation forms can be found on the Teams page.
4. Point-in-time surveys can be completed at the discretion of individual departments.
5. Later this month, Research will send a College wide survey.
6. Jennifer fox is Research Department contact for point-in-time surveys.
7. Two-year Tableau information will be posted to Teams.

g) Annual Area Plan – Timeline & Process (proposals in Nuventive Improve by 1/26/22)
1. Never too soon to be thinking about goals going forward going into next year.

h) Signal Vine
1. Nadia and Sandra sat in on presentation for Signal Vine which is a two-way texting system with students.
2. Staff are currently using Google or other apps to text with students.
3. We will get pricing information next week.
4. Centralizes our approach for texting students and IT is on board.
5. Will integrate with Colleague and be used to send messages to cohorts.
6. More AI messages for immediate information to students but also able to connect students with a person in text format.

4. Instructional Council Report
a) More face-to-face opportunities for students in the spring.
b) Survey went out to students to get their perspective on what modalities they want to see in spring.
c) More math classes are in-person than online. Instruction tried to have at least one online option for each math.
d) Other departments are also trying to have at least one option on campus.
e) Instruction is working on area plans and hiring.
f) Carlos will send out the information shared today about the degree application.
g) Spring will still be primarily online with about 30-40% of classes on campus. This does not include fire, police, etc. CTE courses will bump up this percentage.
h) Recently passed faculty MOU with pathways for people who are caregivers for high risk individuals to be fully online may impact how many classes will be online in spring.
i) Hybrid classes will also be available with a portion of the class taking place online and part in-person.
j) Remaining online will allow us to continue to add the number of courses without having to find swing space during upcoming construction.
k) There will be some online science lab options that will meet the transfer requirement.
l) There is no plan for welding classes to go back to full semester at this time.
m) Students negatively impacted by 8-week courses should reach out to faculty.

5. Information
a) Shaunna Rossman – Interim Dean of Student Services
1. Shaunna will work with counselors in academic areas of interest.
2. We will put some intentional thinking behind helping students stay on the path with student support teams, counselors, coordinators and instructional faculty within areas of interest.
3. Counselors will hear from students about what's working and what's not.
4. We will have ongoing conversations with Instruction about scheduling.
   a. Sandra has requested information from Seth in Research about late start classes and class cancellations.

   b. Will seek feedback from counselors and assemble information as schedules are being built.

   c. Carlos will submit student survey to be reviewed at a future SSC meeting.

6. Discussion Agenda

  a) Updated Organization Chart

   1. We are funding new positions through one-time Basic Needs funding as well as ongoing Basic Needs funding.

    a. No allocation yet.

    b. In next 2 years, we anticipate a lot of one-time money for this.

    c. Ongoing, perhaps $160,000-$200,00 to support work.

    d. Concept is to connect Student Success Center and Basic Needs.

    e. We are currently forming student success teams, facilitated by Student Services Coordinators (classified) to provide services akin to EOPS style service for those not otherwise supported by categorical program.

    f. Five coordinators, supported by "area of interest" counselors and faculty.

    g. Once identified, coordinators will work with students to identify difficulties.

     i. Connect students to resources on and off campus

     ii. Help students succeed in classes and retained in achievement of goal.

    h. Shaunna will serve in Dean capacity to oversee counselors and retention piece.

    i. Through New Applicant Outreach, Michelle Fairchild, Student Success Coordinator and Michaela Hamill, Student Success Facilitator, will hand off students to "area of interest" support.

  b) Basic Needs Center – Concept Discussion

   1. Sandra and Nadia have done a lot of thinking about what this program might look like.

   2. Universal message from legislative hearings – when students drop out of classes, it's not because of academic reasons. Life is getting in the way.

   3. We need to resource students more broadly with what they need to succeed.

   4. Create referral process for students to access supports they need.

   5. Faculty can notify area classified staff of students who stopped classes. Classified staff will work with student regarding what they need to return. For example,

    a. Referral to counselor if not in the right class.

    b. Lending library or laptop checkout

    c. Childcare

    d. Funds to repair vehicle

    e. Housing transitions

   6. Counselors will be heavily involved, and each area of interest will have a specialist.

   7. Recruitments

    a. Director of Student Success and Basic Needs – position closes October 20th.

    b. Area coordinators or specialist's positions will be range 35. Existing staff might be interested in applying.

      c. Resource and Referral Coordinator, range 40, will compile resources, invite county resources to meet with students (similar to CalFresh), get info to Student Services Specialist to meet needs of students.

8. Comments/Questions:
      a. Nadia – Student success teams, with coordinators who are "pathwayed", is a really good opportunity to be embedded in what divisions are doing and how to best help students navigate that. New Applicant Outreach can be involved in the process too. Staff can reach out to them after application to help them register. The student success teams can also help continuing students. More case management style. Not just give resource, but follow-up about resources given.
      b. Sandra – Student success teams will be specialized within particular "areas of interest".
      c. Carlos – This is similar to Edge or other support programs that exist. Retention is much easier than enrollment. So much more important for students to finish the program than to get new students to enroll.
      d. Sandra – We have a social contract with students. Once we get them here, we need to do everything we can to help them complete. How do we understand who are our students and what are their needs? Sandra is calling this "Shasta Central", but that is not finalized. Goal is to have students know that "Shasta Central" is where you get your needs met.
      e. Tim – "Shasta Central, it's not just a place, it's an experience." Success work or retention work, it's just one more tool to help students out. Student support teams are constructed around that. We are receiving new Basic Needs funding to support this concept.
      f. How are we funding this?
            i. Ongoing funding will be used for the Director and other positions.
            ii. Existing positions are being repurposed to support student retention activities.
            iii. SEAP or "Basic Needs" ongoing funding may be used to support a possible Resource Coordinator position.
            iv. An additional Student Services Coordinator may be funded through SEAP or other funds.
            v. Trying to be creative with existing funding and new funding to leverage work that we are already doing.
      g. Sandra – Some traditional Student Life activities will be folded into this plan.
            i. Some activities and events are more district-wide and will be critical.
            ii. Two Student Life staff are now supporting a new Dual Enrollment grant.
            iii. Ryan Loughrey is overseeing Student Senate and student activities.
            iv. Looking to move another staff member to offer support.
            v. The Director of Student Success and Basic Needs will be hired in November/December.
            vi. They will then build their team and expect to hire staff by January.

       vii. Next big activity is the Giving Tree. EOPS will help with this event this year.

      viii. Student Senate food drive is in November.

       ix. How can we get more people in the district to be hands on to support students?

7. Other

    a) Area Updates / Announcements

1. TRIO: Partnering with Anderson High School to plan field trips for 80 students at Anderson. We will organize the trips and Anderson HS will cover the costs. No dates yet, in initial planning phase. Suggestions for field trips:
   a. Attend Shasta College football game
   b. Visit CTE programs, science labs, music and theater
   c. Provide information on Two Years Free
   d. Include local community members who started at community college
2. With the help of EOPS staff, CalFresh is doing outreach - quick 5-minute presentations during on-campus classes. There is a $50 food card or grocery store opportunity. Presentations have been successful. Staff bring snacks to each class. Nadia will send Carlos info on how faculty can request a presentation. Tehama, Intermountain and Trinity are included, but in different ways.
3. Kate Mahar will join a future SSC meeting to discuss Competency Based Education (CBE). Shasta College will be involved in a CBE pilot which will be 3-5 years.
   a. Draft of what Student Services will look like in this model is due in November to Chancellor's Office.
   b. It's a fundamentally different way to deliver Instruction.
   c. Final draft due in March.
4. Buffy announced that she will not be applying for the permanent Associate Dean position. If you have colleagues who work in financial aid or admissions and have financial aid knowledge, please encourage them to look at this posting.
5. Nancy Burkey lost her home in Fawn Fire. A basket of cards and gifts will be sent from Shasta College. If you would like to send her a card or contribute to the collection, please see Sandra.

8. Meeting adjourned at 12:27 pm

NEXT MEETING:

The next meeting is scheduled for Wednesday, October 20th from 10:30 am to 12:30 pm via Zoom.
Minutes recorded by Amy Speakman.