



Student Services Council
 Wednesday, Oct. 20, 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:

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

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

1. Approval of Minutes

- a) Minutes October 6th, 2021: Robert Bowman motioned and Sandra Hamilton-Slane seconded to approve the minutes. All in favor, Amber Perez abstained.

2. Information

- a) Spring 2022 – In-Person vs. Online Distribution
1. Discussion:

- a. Hybrid sections could count as in-person classes/sections.
- 2. Questions:
 - a. There were a lot of in-person sections under-enrolled but kept active as long as it was the only in-person section for that course topic.
 - i. Instruction will continue to look at each section prior to making a final determination. Instruction will be more inclined to keep section if it is the only one, and not keep a section if there are more than two sections for the same course. Expect more leniency with under-enrolled sections, but multiple section courses under-enrolled may be seen less. However, there may be changes as the next semester approaches.

	Fall 21		Spring 22		Spring 19	
	Sections	Percentage	Sections	Percentage	Sections	Percentage
In-person (w/o worksite learning)	314	33.6%	529	52.9%	852	73.9%
Online	622	66.4%	470	47.1%	300	26.1%
In-person (incl. worksite learning)	410	39.7%	621	56.9%	954	76.1%
Online	622	60.3%	470	43.1%	300	23.9%

- b) Summer / Fall Registration 2022
- c) Working toward the full implementation of automated Student Education Planning
- d) Student Equity Plan – development update
 - 1. Steering Committee team met and created a rudimentary guide to enact a plan of action. Sandra Hamilton-Slane shared the guide to the Council. The Plan’s focus will be on what Shasta College is doing and what the College is making progress in. The goal is to identify core initiatives that align with the Vision for Success and the disproportionately impacted populations. Under the Student Equity and Achievement Program, there is a plan to remove the general population so as to focus more on the equity groups. The plan will also focus on the funding under SEAP as well as what the District is doing. Plan is to go beyond just the SEAP program.
- e) Transfer Resources
 - <https://rpgroup.org/Through-the-Gate/Resources-for-Educators>
- f) Enrollment: Outreach and Retention
- g) Student Focus Groups / How can we engage students to “come back better”?
- h) Basic Needs and Student Success Center
- i) Update on Fall Initiatives
 - 1. How can managers and coordinators work together in order to move the Council’s goals directional needle in a positive direction. The idea is that larger positive impacts can be seen if we focus on certain areas.
 - 2. Discussion/Questions:
 - a. What else can we do to re-engage students? Sandra Hamilton-Slane stated that she has been looking at TRIO, PACE, and Tehama student re-engagement practices.
 - b. Does anyone know what we can get out of canvas in order to support student engagement? The Council shared that one can look at page views, average time spent, and various other analytics.
 - c. Health and Wellness provides many different programs and activities both in person and virtual.

- d. Retention, feeling of belonging, and reconnecting with students is important. Enrollment is down, so we need to re-engage students. Intention is to re-focus efforts to encourage student's enrollment, but to also keep them at Shasta College.
- e. New Applicant Outreach Program: Adding Michaela, Student Success Facilitator (SSF), was a huge benefit to the Program because she is designated to the Program. Michaela is also supporting the Tehama portion and reaching out to individuals on a weekly basis. The future plan is to improve tracking and looking at conversions, as well as considering effects of the outreach. An additional SSF will be hired to support stop-out/drop-outs, to track and support with helping students re-engage.
- f. TRIO Upward bound has similar goals as Student Services Council in regards to finding out about their students. Sue stated that they look into what was happening, what stopped, etc. when a class is over.
- g. Program Mapper will also support the effort. Program Mapper will be public facing and prescriptive. Program Mapping will represent program course sequences on the "public facing" website. This will complement the student planning tool which will contain "place holders" and a more individualized planning tool for the student.
- h. Tim shared the updated Student Services organization chart re-structure plan. The update will focus on Basic Needs and retention efforts. Basic Needs will support students that have enrolled and provide Student Services a closer connection to instructional faculty. Classified professionals will track individuals in each area of interest, but also work with each counselor that is designated for that area of interest. The Basic Needs professionals may also reach out to high schools to help smooth out the transition process. None of the restructure is in isolation, but a collective effort.
 - i. Discussion/Questions:
 - 1. Sandra stated that adding the model for student ambassadors, student-to-student, interaction can help with engagement and retention.
 - i. In respect to marketing, is anyone looking at response rate for different outreach materials? Snail mail typically has higher response rate (per Chancellor's Office webinar discussion), and envelopes with 'windows' have higher response rate than envelopes without windows; but, not sure about sending card stock. TRIO is utilizing regular mail, social media, and emails.

3. Instructional Council Report

- a) Carlos stated that the Instructional Deans are looking over the Strategic plan and Program Reviews. The Deans are also looking at the changes in "Category F" for General Education. The Instruction Office plans to "flag" English 1A courses depending on whether the section supports MLA or APA formatting. Carlos stated he will be putting a note in MyShasta and communicating the change with Counselors.
- b) Discussion/Questions:
 - 1. Faculty Hiring Priority Committee: The committee plans to rank and prioritize requests for new faculty hires. Rankings will be tabulated and shared with Academic Senate to verify the process, to College Council and then to Dr. Wyse.
 - 2. Articulation: Reaching out to the Counselors to see who is interested. Past practice dictates that we have a non-instructional faculty member (counselor) take the lead.
 - 3. Resource of the Month: Financial Aid was shared in October. Faculty are welcome to share ideas for any topic that they think will be helpful to know.

4. Action Agenda

- a) Board Policies / Administrative Procedures – Second Reading
None
- b) Board Policies / Administrative Procedures – First Reading
None

5. Discussion Agenda: Vision for Success / Student Equity / Guided Pathways

- a) Accreditation Steering Group
 - 1. Student Services focus should be in the “II.C” area as some items may need attention.
 - 2. Now is the time to start thinking about writing our next comprehensive report. There is a need for people from Student Services to help with the Accreditation Steering Group and the Writing Group. Participation will provide a good opportunity for one to learn about the process. We will use the new “Formative/ Summative” approach for our Institutional Self-Evaluation Report (ISER). The new process is very kind, in that it does not lower the bar but creates a lot of conversation. It also requires us to start the work much earlier.
 - a. Interested staff can let Tim know of their interest and he will forward that interest to Will Breitbach.
 - b. Any feedback in regards to Student Services areas can be forwarded to Tim Johnston.
 - 3. Core inquiries are developed, which will guide the site visit and help clarify if the College will meet its standards as well as providing any areas in need of a commendation. It will also be a time to identify which of our programs can serve as a model that can be used across the California Community College system.
 - 4. The Accreditation Standards spreadsheet was shared and discussed among the Council. Yellow highlights are areas that Student Services may want to focus on and take extra steps. Some items are required by the system and are highlighted to ensure that compliance items are handled.
 - 5. More trainings will be available in the future. More information can be found here: accjc.org
- b) 2018-2021 Strategic Plan Summary Report
 - 1. The Report was brought before the Council for an opportunity to meet an accreditation standard and as an opportunity to celebrate the great work that has been accomplished.
 - 2. Will Breitbach will accept comments and thoughts.
 - 3. Highlighted Goal:
 - a. Goal 1: First Fall-to-Spring Persistence Rate, Improving Completion, Course Success, and English & Math in the first year.
 - i. Impact of the pandemic changed enrollment and completion rates. Equity implications as well.
 - 4. Council members had no additional comment.
- c) Competency Based Education (CBE) pilot
 - 1. CBE will be based on what a student knows and not based on clock hours. CBE will shift the way we do many things at the College. Below are two institutions that provide CBE. A deeper overview will be provided at the next Student Services Council meeting. A graph in regards to Student Services will be needed in an upcoming CBE report because we are a pilot college for the program.

- a. Southern New Hampshire University Student Services
 - i. <https://www.snhu.edu/student-experience/campus-experience/student-services>
 - b. Western Governors University Student Success
 - i. <https://www.wgu.edu/>
2. Shasta College is starting with the Early Childhood Education (ECE) program.

6. Other

- a) Technology – no report.
- b) Budget – no report.
- c) Area Updates / Announcements
 1. Umoja had a connect lunch on October 19th and fifteen (15) students attended the event.
 2. Student Life activities are still moving forward. One of the annual projects through Student Senate is the “Giving Tree”. Some staff are interested in moving the Giving Tree forward, feedback has been provided to streamline the process. The Council agreed to continue the “Giving Tree”.
 3. Spring 2022 registration is approaching soon and counselors are preparing for it.
 4. Kate Mahar will join the next Council meeting to discuss CBE in more detail.
 5. Release of Spring 2022 schedule on MyShasta is going to be on Thursday, October 28th.

7. Meeting adjourned at 11:43 am

NEXT MEETING:

The next meeting is scheduled for Wednesday, November 3rd from 10:30 am to 12:30 pm via Zoom. Minutes recorded by James Konopitski.