



**Student Success Committee  
Minutes  
October 22, 2020  
3:30 – 5:00pm**

CALL TO ORDER

ROLL CALL

	Valerie Ambrose		Camelia Mihele	x	Brian Spillane
x	Kari Aranbul	x	Rochelle Morris	x	Heather Wylie
x	Dan Bryant	x	Barbara Perry		Bing Xu
x	Cheryl Cruse	x	Sonia Randhawa	x	Zhanjing Yu
x	Matt Gallmeister		Student Rep	x	Melanee Grondahl
x	Kate Mahar		Susan Sawyer		

<b>Guests</b>		
Tina Duenas	Damaris Stevens	Tim Johnston

- APPROVAL OF MINUTES
  - 9-24-2020 Meeting Minutes: Heather Wylie motioned and Cheryl Cruse seconded to approve the minutes. All in favor, Brian Spillane and Barbara Perry abstained
- INFORMATION
  - Dual Enrollment (DE) – Presented by Damaris Stevens and Tina Duenas (Presentation provided below)
    - Damaris stated that the DE program had steady growth from 2018, with a minor drop off because the program had a couple teachers retire recently. They are projecting that the numbers will rise again.
    - Online DE courses are providing an option for students at high schools that may not have enough teachers with the needed certification to provide college level course work.

- Impact of COVID-19: It is currently unknown about the full impact. Success rates are usually around the 93 percentiles and out of 157 active courses, 11 had to be cancelled. Most cancelled classes were industrial tech and/or welding courses. The biggest issue is maintaining student engagement in an online learning environment.
- Course Mapping Initiative:
  - Idea is that there are no more random acts of dual enrollment.
    - Idea is to align dual enrollment courses to guided pathways.
  - A Committee has been created to help align guided pathways and dual enrollment.
    - Collaboration is important to eliminate duplication of efforts.
  - The idea is to shave off time for a student taking Dual Enrollment classes, some may be able to take off an entire year.
- Committee comments:
  - Kari Aranbul asked if students at high schools who participate in Dual Enrollment can complete an Associate Degree and Certificate while still in high school? Damaris stated that it is possible, but the student will have to mix some summer supplemental classes with the college.
  - John Yu stated that some students don't come to Shasta College, how do these maps work for students that decide that they do not want to go to Shasta College? Damaris stated that if the student transfers out of Shasta College it will count as any student going out of Shasta College. Very few classes in dual enrollment are not transferable.
    - John suggested that it may be a benefit to identify students who plan to go to Shasta College. The goal is never to require the student to work on the course map, but encourage them to follow the map.
  - Kate Mahar stated that the program maps can open up the door for students who have not thought of Shasta College in the past.
    - Damaris stated that she may have some information that shows some students end up going to Shasta College after taking a class.
  - Heather Wylie is glad to see growth in the online facilitated classes and wanted to know what the plan is for going forward? Damaris stated that the maps will be important. The high school

requests classes from us, but we may want to also provide suggestions to the high schools. Setting up the maps may make it easier to usher the direction of the students.

- Tina Duenas stated that with outreach, we are educating high schools about what we are doing and the needs that will help the student.
- New Committee Co-Chair – Dr. Kate Mahar
  - Kate Mahar shared her appreciation to take over the Student Success Committee. Kate is excited to work with the group and is thrilled that the Committee is one of the few places where classified, instruction, academic professionals, etc. are combined into one committee.
  - Kate stated that she would also like to invite the Guided Pathway conversation into the next meeting.
  - John Yu stated that he is happy that Dr. Kate Mahar has joined the committee. John stated the bitter-sweetness of leaving the Committee and excited for the Committees future.
- DISCUSSION
  - How to better serve concurrently enrolled high school students – Tim Johnston, Ed.D.
    - Tim discussed concurrent enrollment and how we serve this cohort of students.
    - Tim provided a quick walk through the difference between Dual Enrollment and Concurrent Enrollment.
      - Dual Enrollment compared to Concurrent Enrollment:
        - Dual Enrollment: HS students take college courses, taught by college professors, at their high school campus.
          - Tim discussed the initiative for CCAP and that will raise the maximum allowable limit to 15 units from the current 13 cap.
        - Concurrent Enrollment: High School students take college courses at Shasta College.
          - Traditional high school workload is still included at the students' high school.
          - Gateway to College program serves as a National model for credit recovery and a subset of concurrent enrollment.
        - Middle College High School
          - Integrates a high school “campus” into a community college.
          - “A school within a school” – a high school on a college campus.
        - Other?

- Do we have another way in which we can serve high school students?... Tim raised this question for others to consider.
  - Concurrent Enrollment matches with the Chancellor's Vision for Success: Goals
    - Increasing Degrees/certs, increase transfers, decrease units taken for degree completion (no idle students), increase job placement and decrease equity gaps.
  - Concurrent Enrollment: Successes
    - Completed college units and more likely to succeed on multiple measures.
  - Tim stated that what makes this program unique is that our local high schools rely on us to fulfill some of their curriculum. As an example, Tim provided the number of independent charters in this area, which is unique compared to others.
    - The way that the charters are working, they can support students in contiguous counties. Students from neighboring counties may join in on classes with Shasta College. Students in counties outside of our area may be included.
  - Concurrent enrollment may seem like random acts of enrollment, but the motivation may be different than dual enrollment. Motivations can be vastly different.
- Committee comments:
  - Brian Spillane stated that in support of this, it would be great to have a counselor attached to these programs. He stated that it would benefit to have a counselor attached to the program.
    - It can also cover equity implications on how some of our high schools do not have the capacity for a designated counselor.
  - Heather Wylie appreciated the pedagogical approach and considerations. She stated that there have been conversations about issues of safety when having young students with older students. But the issue with equity, what does it feel to support a high school student compared to, for example, a twenty-year-old. Appreciates that these topics are being considered.
  - Kari Aranbul stated that she has a mixture of students in her class. Kari thinks we can go far with program mapping.
  - John Yu asked, in terms of student support, if there are any programs in addition to counselors that can help these students? Specific programs.
  - Sonia Randhawa stated that working with high school students, the trend she notices is that bigger schools take advantage of dual enrollment courses and take concurrent enrollment classes. She has helped students with 30+ units completed, for example. She asked to that we continue to help counselors determine the best way to help these students. Offering early classes to these students can help. Many of these students take

these concurrent classes to save time at the high school, which can help make for a shorter day or allow extra-curricular activities.

- Brian Spillane that from the parent's view, it can save the parent money to get the students through the college. Can there be longitudinal data to see the effects as it goes further down the road? Data that tracks these students to ensure that these students are meeting their goal. Tim stated that it has potential to get information if we work with the National Student Clearing House – if the students stay in-state.
- Kari Aranbul asked what Tim thinks the Committee can support him with. Tim stated that the invitation is an ask if the Committee will want to take a deeper dive and gather more information. Perform more thinking on how we serve Dual Enrollment and Concurrent students, make a series of recommendations for Academic Senate and others.
- Damaris Stevens stated that because we struggle with data, she has kept a list of all her enrollments. Lists of Dual Enrollment student population and at some point, look into what was accomplished. She would be willing to spearhead and support a group that is interested into looking further.
- Tina Duenas stated that DE and Concurrent Enrollment programs are closely aligned, what if we place it under one umbrella. Most of what is going on are starting to align programs. Tina notices that alignment can be very beneficial.
- Matt Gallmeister ask how these programs are being communicated to students? Tim stated that it can vary. DE is usually baked into the high school and have ready access. The only barrier is if the high school doesn't offer DE classes. Damaris stated that it can be an issue at the high schools. At the high school there is information, and the counselor "sort of know". Some counselors are more informed than others, which also varies with each high school. Damaris stated that the intent is not to wait till the student is in the class, but be preferred that the student will know they are in a DE class before the start of the class. Tim stated that students are attempting to find space in their schedules and taking classes to satisfy multiple requirements. We run reports on the number of students, specifically for summer enrollment, so that high schools know what classes to run.

- OTHER
  - Next meeting was slated for December 6<sup>th</sup>, but the Committee has decided to hold a meeting on Thursday the November, 12<sup>th</sup> at 3:30pm.
- ADJOURNMENT at 5:00pm

**Minutes record by James Konopitski, Student Services Coordinator**