Shasta College

Student Success Committee
Minutes
March 22nd, 2018
3:30 - 5:00 pm
Room 2149

	Sharon Brisolara	X	IT-Rep Phil Churchill		Sonia Randhawa
X	Dan Bryant	X	Tim Johnston	X	Student Rep – Leslie Heino
X	Jim Crooks		Jason Kelly	X	Susan Sawyer
X	Cheryl Cruse		Lyndia McBroome		Ed Stewart
	Melanee Grondahl		Carmelia Mihele		
X	Lorelei Harztler		Shelly Presnell		

Meeting called to order.

Jim Crooks: Michelle Fairchild and Phillip Churchill are here to give a perspective on updates for Shasta Summit. Michelle was planning on giving update on Shasta Summit.

Shasta Summit Update

Michelle: For a future meeting, we can set it up as more of a demo perspective, since I can impersonate either a student or administrator

For today, I wanted to give a brief review and update of Shasta Summit. We have the benefit of having Dan Bryant and Jim Crooks as a part of this committee [as they are two instructors who are adopters of Summit].

Hobson's Starfish has been adopted and rebranded as Shasta Summit, which was adopted to be a more dynamic early alert system for the campus. Summit allows for lots of customization, and functions can be utilized all semester long by instructors and other staff. Shasta Summit can can be utilized by counselors, support staff, student services, etc. This allows us to be more of a partner with students. It can provide them with resources as well as recognize achievement in the form of giving kudos.

With faculty input, we are making decisions on what flags to include in early alerts. For example, for the 3rd week early alerts, we can use the following flags:

- Attendance
- Low participation
- Low quiz grades
- Missing late assignment
- Kudos

We do have data that reflect how many of those flags were raised. Many kudos were raised in the 3rd week. Students may have received more than one of those flags – for example a student with low attendance could also have low quiz scores. It is interesting to see how this could grow – we could simplify flags in the future, as well as giving additional information on counselor or support staff when a flag is raised.

 For the 8th week flags, this was the first time we saw the 'in danger of failing' flag – this could be taken from a student perspective as harsher than intended. We did not want to create a stampede of panic from students in danger of failing. It is labeled such that we know what the situation is, but the flag is really intended to address academic concern and stress that there is time to contact the instructor. If any student wanted to withdraw, the language was updated to inform students of repercussions on what could happen if they withdraw. Some students have no idea of the financial aid repercussions from withdrawing from classes. This early alert intervention is intended to inspire connection with instructors rather than straight withdrawing.

 Analyzing the numbers – of the 23 students who received this flag, only one student dropped. Michelle followed up with a counselor, and it seemed like that student ended up dropping all of their classes.

For the 8th week, there were simplified flags, three of which were kudos. Students seem to be responding positively to kudos.

For the future, we are reflecting on what our needs are when it comes to communicating with the students. In addition, hopefully we get more feedback and instructors that join pilot program, as well as more staff. An example of support staff is Rebekah Davis in the BAITS department – her role can grow and change, and this could help her connect with students.

We will continue to edit flags and word flags carefully.

Michelle: Hobsons is working on mobile responsiveness. Focus now is on how mobile responsive it is. Services are now showing up (on mobile) in a block format. Also, call button has been added and this pulls up phone that they can call. There should be more on the front page of service

Dan Bryant: If there are no Service members listed, how would a student interpret this? The term 'service' might be confusing to those students who have just left the military service. This might seem like there aren't any resources available for former military students!

Michelle: I'm grateful to have fresh set of eyes! Good catch. For staff on services, services are still showing as their own tab, but also folding into their 'success network.' Students already have a success network button which shows any service we want to show. In colleague, we can create cohorts and organizational relationships. We have been working with Student Life, and they are interested on testing this with Umoja students. We have that cohort flagged in colleague, and now the Umoja service is linked into Starfish. This can be their first service. In the future, we can customize which services show to more finely tune to where students are applicable.

As far as next steps – the Shasta Summit website has been created and will be added to! (http://www.shastacollege.edu/Student%20Services/Enrollment%20Services/Summit/Pages/default.aspx) The hope is that the pilot program will grow and in fall 2018 there will be additional instructors and support staff.

Rebekah Davis has found that Summit is valuable tool for her to connect with students – BAITS could serve as a model for other divisions for the follow-up and outreach when flags are raised. We are still working on workflow, raising flags, following up on flags, etc. What would be helpful? More info on tutoring services, workshops, etc. and continuing to evaluate flags and templates with flags.

Jim Crooks: In fall of 2018, is the pilot continuing or is it being rolled out to everyone? Will we have another semester of pilot?

Tim Johnston: The idea is to have it grow organically, to help flesh out workflow and ensure that all of the pieces are in place and we have support staff before we roll it out campus-wide. So, the pilot program will grow.

Jim Crooks: Where will additional instructors come from? Invitation?

Tim: We welcome input from committee.

Michelle: So far, I've done a demo for the Student Services Council. Stacey Bartlett is very interested for her area. The Enrollment Management Committee has been very interested as well. Also, the demo with BAITS went well and Susan Wyche seemed very excited.

Tim Johnston: These would be the two primary divisions.

Could Gateway to College be a pilot group?

Tim Johnston: Michelle had done a demo for Umoja, so Gateway to College could be one of those examples with an identifiable group of students.

Michelle Fairchild: We would love to have faculty members from every division get onboard because of peer experience that faculty can share. This type of sharing will help inform and promote the use of the program.

Jim Crooks: Are we actively trying to recruit? I could pitch it to SLAM, and we could have Michelle as a guest on one of the academic meetings.

Tim Johnston: All the above – I don't want to outrun supply line. I do not want to advertise so broadly that we aren't able to deliver. We are so grateful for the work that the faculty and staff is doing now. We may need more of a focus group process. We are excited about rolling out because of the potential, but want to hold back so we have a smaller group that can help navigate the weeds of kinds of questions – one example is the 'In danger of failing' flag.

Michelle Fairchild: There are some interesting things that come up on the I.T. side of things. There is plenty of work in the future since everything is so relationship based. For example, how to connect Colleague and communicate with Summit. As it grows, we want it to work with everybody. This influences the decision to have more controlled growth to improve relationships and back-end pieces. I love the idea of faculty from different areas!

Jim Crooks: So controlled growth, is there a specific size you are looking for in fall? Perhaps maybe not the whole SLAM division. Tehama has Puente program (this may be changing but will have something Puente-like). They have a counselor and instructor already that this may work well for. They have about 30 students. Also, a group of English instructors are developing accelerated classes. ITV teachers may be interested as well since students don't pass at as high rates for ITV classes. Are we already built out for fall?
Michelle Fairchild: We have not done outreach to ask for additional instructors. We are open.

Tim Johnston: We are open to ITV, or Puente-like program, accelerated – a smaller, more defined group that we could use as a test bed. Gateway to College would also be a great group for a poster child. When they graduate from the program and become full-time college students. The pilot could be by invitation if instructors know groups that would like to be involved. We can manage expectation then.

Jim Crooks: Is there another group in mind? I see three on the table: Gateway to College, Puente, and the English and math acceleration group?

Tim Johnston: We would envision natural growth in BAITS and with Stacey and her Division.

Jim Crooks: Extended Ed as a division has Student Success Facilitators, but I'm not familiar with the workings of the division, but there may be an opportunity there. Why don't I approach Puente, math, English?

Tim Johnston: We can direct interested instructors to Michelle Fairchild.

Cheryl Cruse – I have a special request. We would like to be included in the list of referrals since faculty are referring students to the library for help.

Michelle Fairchild: It would be great to have language that we could include in the referral before we make it live. The more resources we have on there, the easier it will be to send referral flags to send immediately to student. We did add library to services list!

Jim Crooks: Is there a FERPA problem with calling up my Shasta summit and showing it as a demonstration? Since it has student info?

Michelle Fairchild: If the group is all staff, it is not a problem. If it is a mixed group, it might be best to avoid this.

Jim Crooks: This has been very helpful, thank you! Are there any other questions for Michelle and Phillip?

Tim Johnston: We are still doing weekly meetings to facilitate and biweekly technology meetings.

Michelle Fairchild: We have also been meeting with Marketing on creating handouts for faculty, students, advisors, etc. As we grow and when we're ready to launch, those materials will be available.

Thank you, Dan and Jim, for your participation.

Jim Crooks: It is easy to send flags, but it is not as easy to clear flags. I haven't done that yet (Dan Bryant agreed). The previous early alert system is very easy – click boxes and done. I've been sending fewer flags until I know the best way to follow through.

Michelle Fairchild: With Rebekah and Trena, they have been clearing flags and adding notes at the same time. This is an interesting and new type of way to pull in a support team. More people can provide resources.

Jim Crooks: Thank you! And thanks to Ryan as Taylor couldn't be here. Minutes are very helpful to reference. We will do the approval of minutes another time – we are a couple members short of a quorum.

Student Lingo and NetTutor discussion

Jim (continuing): Last time we began a conversation on Net Tutor and Student Lingo. Sharon asked how are Student Lingo and NetTutor being used? As for Student Lingo, Cheryl mentioned giving them as extra credit, and I've been talking to instructors and students on NetTutor. Asked group about how these are being used and being promoted

Tim Johnston: As for Student Lingo, Michelle does regular updates on student utilization. She provides feedback to Ed Stuart and Sharon as well and can break it up by student and workshop. We have been looking at the analytics behind it, and it seems to have high student ratings. The vast majority of students rate it as helpful or very helpful.

The Student Services Council is taking on how to better promote this service. Other than faculty member incentivizing it, students might not be aware of its existence

When students are on Level 2 probation, they have the option to use Student Lingo as a remedy

Lorelei Hartzler: Can students who are receiving financial aid use this if they are on warning or ineligible status?
Tim Johnston: Potentially. We let them choose which would be more personally valuable. They have to collect proof and provide to counselor for clearances. A similar process could be used.

Dan Bryant: This could be a good way to see if they can actually complete something

Lorelei Hartzler: One school has a requirement for students that want a student loan. There is a video or workshop required, and students have to pass a test on financial literacy.

Tim Johnston: You can connect with Michelle to see what they are offering as far as financial literacy

Leslie Heino: From a student standing, we can assist with promotion. We can take fliers to EOPS, PACE, TRIO, etc. When you are a student, you can go to see a SAM, which is 'Student Academic mentor.' These students are paid mentors and serve as a point of contact for EOPS and Pace students, and work in the learning Center.

Jim Crooks: I have given extra credit for completion of Student Lingo workshops. I just don't like giving extra credit if it is not directly related to the course. Generally speaking, I'm uncomfortable with the whole premise of extra credit. Rather than incentivizing it, I would promote it for other reasons.

Leslie Heino: We discussed it in Student Senate, and are willing to investigate which workshops are more important.

Tim Johnston: Feel free to reach out to Michelle Fairchild, and we can see the list and see which ones seem to be most popular. Sharon Brisolara was also interested in the question of promotion.

Leslie Heino: It is good asset, but not many students know about. However, students seem to put blinders on to focus solely on their degree. I'm a triple major, so I can't afford blinders. If a student's instructors don't know about Student Lingo, they won't promote it.

Tim Johnston: How could we make these workshops and services more broadly known?

Leslie Heino: Start with PACE and EOPS students since they are more academically challenged. Counselors see those students at least twice if not three times a year.

Jim Crooks: Anything to add regarding NetTutor? I've been talking with Margaret Savage at the Science Learning Center. They have had mostly positive experiences, and a couple of bad experiences. I think Ed is aware of this, but Margaret passed on surveys with permission to give on to Ed if that's helpful. I asked SLAM if anyone is using NetTutor. One English instructor requires it and has a favorable opinion. I offered, and 5 students took me up, but two could not access it through NetTutor. One couldn't access the responses and it asked him to pay. One person got no feedback. Two students loved it more than face to face access due to the convenience.

Susan Sawyer: How long did it take to get feedback?

Jim Crooks: I'm not sure, that was not a question asked. It was a small pool, but we could make this part of Flex day work shop where interested faculty can speak on it? This is one possibility for promotion.

Tim Johnston: That might be something to forward to faculty excellence committee

Integrated Plan Update

Tim Johnston: Getting back to the Integrated Plan. The Integrated Plan is under purview of this committee, and is meant to connect the Basic Skills Initiative, SSSP, and Equity and Inclusion. Under the proposed budget, these would all be consolidated. We had submitted our Integrated plan and come up with 5 goal areas:

- Persistence – fall to fall
- 3-year completion rate
    - This ties into the Vision for Success
- Undergraduate cred
- Course success
- Improved throughput – fastracking English and Math placements.

Under each of these areas, we have come up with series of activities. We have all of this on an excel spreadsheet, linked to the Enrollment Management Plan. The Enrollment Management Plan has similar objectives to try to achieve synergy. Each major goal has an area that it will facilitate (take a leadership role on). We won't go through each of these, but we will forward the document to committee

Eventually this will go into Tracdat. We could devote our last meeting of this semester to look at Tracdat and see what progress has been made. That's our intention at this point.

Susan Sawyer: When will you be send this?
Tim Johnston: This afternoon.

Jim Crooks: Is the purpose of this to inform us of progress? Or is there anything you need us to do with it?

Tim Johnson: This group is charged with monitoring and the ultimate approval of the plan. We needed to designate a campus body that would shepherd it. For accountability, this can be reported out up the food chain to Academic Senate, College Council, etc. If there are any areas that need focus, that would be the feedback loop.

For right now, just monitor it and review. If there are any thoughts, feel free to put them forth

This is also tied into Guided Pathways – each of these initiatives is cross tabbed to the Vision for Success, Guided Pathways, and this could be used to match the funding formula.

Jim Crooks: I thought I saw there could be a reduced number of data points that need to be collected?

Tim Johnston: The state Chancellor has convened a statewide taskforce meant to consolidate metrics. Each college had to report out metrics that did not align. The MIS Workgroup locally convened to look at data pathways as one part

Jim Crooks: Is there uncertainty if the metrics change?
Tim Johnston: We are envisioning it would be largely similar, but it would still be internal for our use. Arguably, this will be independent of what the Chancellor's Office may ask.

Portfolium update:

Jim Crooks: In the past we had voted to approve Portfolium. Most of the current members may or may not have been present at the past demo.

Leslie Heino: Did we talk about having them come back for another demo in the fall and said we would shelve it for this semester?

Jim Crooks: We could ask for another demo at next meeting if we wanted, but the bigger question is how to move forward? Who is going to use it? Should we make it available and then tell people, or have people committed before making it available?

Since out last meeting, I talked with Sarah McCurry from the Student Learning Outcomes Committee, and this doesn't seem to align with ISLO's. Paul Burwick was saying there might be a way to utilize it through Canvas, but I couldn't use it.

Dan Bryant: It was there. I just haven't used it lately. It seems like just another thing you have to do, and I didn't think that the students in my area would be very excited about it.

Jim Crooks: Students have to update Colleague, Shasta Summit, library, so this might be another platform. They might have fatigue of platforms.

Dan Bryant: Any student that wants to use it, can. It's free. Like an academic Facebook page

Leslie Heino: It is similar to Linkedin. You can use it to network. In my degree field, photographs of food are important. A culinary student would use it for that. Art students would use it to have a digital portfolio that is easily accessible.

Jim Crooks: My son goes to UC Davis, in the application there was a place to put a portfolio link. There is a potential usefulness. Is access already there? We might talk about ways of promoting it if there is interest.

Dan Bryant: It's there, it's in the list of what faculty can use to make available in Canvas. The instructor has to make it available.

Jim Crooks: There could be ways for instructors to use and come up with suggestions for how to use in the classroom. Again, might be something good to showcase/discuss for next Flex Day? The Portfolium website advertises you can document club involvement. Maybe the Transfer Center would be interested in using this if CSU's and UC's accept links to portfolio's?

Leslie Heino: Maybe the Transfer Academy? Those students are more than likely to transfer. There are 150 positions in transfer academy.

Dan Bryant: The bigger issue is to see if anyone on campus has interest.

Leslie Heino: We would have to go department to department. Maybe the Art or Culinary areas?

Dan Bryant: I went into it through Canvas, and once you get into it, it takes you outside of Canvas. The link takes you to their website.

Cheryl Cruse: So any student can access it right now?

Phil Churchill: Yes, it is free.

Dan Bryant: I thought the UCs were paying for it, then made it available for anyone to integrate with their systems.

Leslie Heino: I'm working on it right now and acting as a guinea pig.

Jim Crooks: If it is just a link, is there a need for data from the college?

Phil Churchill: This means no work on integrating on my end.

Dan Bryant: When we talked about it, the link was already in there.

Cheryl Cruse: With the demo, students were going to get an introduction letter that lets them know about it, and they can choose to opt in or opt out.

Jim Crooks: I have more questions on how integration works. If there's an online service that's free, you're the product, you're the data. You're being sold. What is their income? What's the privacy for the students? What's their endgame?

Are there any suggestions for next steps? We could talk to the representative with Portfolium? Or follow up with Paul? I would have thought that more integration would have been necessary.

Dan Bryant: It is another online presence. It shows job history and work experience. I wouldn't know about Portfolium unless someone told me about it. It's not LinkedIn.

Phil Churchill: It is new to me. But as far as revenue stream – maybe from an employer perspective? They can market it to employers as pool of applicants?

Jim Crooks: What should we do from here?
Tim Johnston: If it is accessible, and widely known and used, maybe Paul could provide screenshots to make its availability more broadly known. Then, instructional Deans could push forward as FYI. Could be on flex day.

Dan Bryant: The value would be if the school the student is planning to transfer to was using it, then I would use it.

Phil Churchill: Especially if you're creating something.

Jim Crooks: I heard that UCs and CSUs make it available, but how do they use it? Do they look at it?

Dan Bryant: You can put in jobs, college, GPA, coursework, etc. Perhaps UC or CSU could use it to reference GPA?

Leslie Heino: Could we reach out to UCs or CSUs to see what it used for?

Tim Johnston: We could reach out to Daniel Valdivia our Transfer Coordinator. Perhaps he could do some digging.

Jim Crooks: Let's talk next steps short term – we will talk to Paul, ask Daniel, perhaps make it more well-known? How does that sound?

Cheryl Cruse: I'd be willing to be one of the flex day presenters if we end up going that route.

Meeting adjourned.

Respectfully submitted,

Ryan Loughrey

Substitute Recorder