



**Student Success Committee
Minutes
October 31, 2019
3:30 – 5:00pm
Room 2314**

CALL TO ORDER
332

ROLL CALL

X	Valerie Ambrose	X	Rose Miranda		Brian Spillane
X	Kari Aranbul	X	Rochelle Morris	X	Heather Wylie
X	Dan Bryant	X	Barbara Perry	X	Bing Xu via phone
X	Cheryl Cruse		Sonia Randhawa	X	Zhanjing Yu
	James Crandall		Student Rep –		
X	Jennifer Healey	X	Susan Sawyer		

Guests		
Sandra Hamilton-Slane	Melanee Grondahl	

- CALL TO ORDER – 3:32 pm
- APPROVAL OF MINUTES – 9/26/2019 (Motioned by Sharon; Seconded by John – approved with Valerie abstaining.)
- INTRODUCTIONS
- DISCUSSION/ACTION
 - Student Equity Plan – Sandra Hamilton-Slane
 - Sandra reviewed the template for the Equity report in Nova. Original report was submitted to the Chancellor’s Office on June 30th and there has already been a request to update by January 1st.
 - It is required by Statute to report out on the overall Student Equity and Achievement Program (SEAP).
 - There are five metrics being reported on, including enrollment and transfer level Math/English in the first year.

- There are also setting initiatives for populations, based on Shasta College data, who were achieving at a significant gap. That report was presented to the Chancellor's office and is available to view through their Nova database.
- There is a three year timeline to implement the initiatives and closing the achievement gap.
- First step is identifying three to five targeted equity populations who experience disproportionate impact:
 - Black or African American Males
 - Male and Female Foster Youth
 - Male and Female students with disabilities
 - Male and Female veterans
- Then we identify three to five activities to improve the outcomes for the targeted populations. The activities that have been chosen include Learning Assistance, Outreach and Recruitment and completion of transfer level math and English in the first year.
- Sandra showed how groups are filtered and which metrics are available for review. We put a lot of effort into understanding what keeps DSPS students from getting enrolled and have seen an increase of 51% in enrollment in this population.
- The report lets us enter success stories which helps other schools see what schools are doing well. There is also a place to enter challenges everyone is facing.
- We also report how much money we expect to spend in each category. They want to know how much money we are spending on a specific population. These funds are mostly paying for administrators and counselors. Sandra will look into getting the report printed and hopefully have it shared out at the December Board meeting.
- All schools are reporting on the same categories and so we can see across the board what areas need more attention.
- Kari said the Guided Pathways committee is talking about the first year of college being lined out for students like high school. A large population of incoming students is petrified of math.
- Sandra mentioned that we currently have only two Math 14s classes and both were on the main campus. If we determined that Math 14s is going to be helpful to students, we may need to look at expanding the number of courses and at extended campuses. This was the first year for this class and we are not sure how many sections we will have next semester. There will be two with embedded support at this point, but we don't know how many with additional support.
- One of the categories we could report on is textbook access. We would look at what percentage of books didn't get checked out of the EOPS lending library last year. 51% of these books did not get checked out last year, but because they were purchased with EOPS funds, only EOPS students could check them out. What if we moved them to a universal textbook lending library? More students would have access to more resources and would be able to check them out for

the whole semester. We would need to make sure the resources didn't have online access codes or workbooks. We would pick books that we can get multiple uses out of.

- John asked if our New Applicant Outreach program reached out to all students or just the students in these targeted groups.
 - Sandra said we did reach out to students not in these targeted areas, but we are only required to report on the equity portion by statute.
 - Our largest focus is increasing the number of transfer level math and English finished first year.
 - The spring will have a more robust report reporting out that we spent money on. We started the integrated plan 2 years ago and can now look at how successful those strategies are.
 - Sandra shared her hypothesis about a group of students we are seeing right now that are very high touch. She believes these students are not from the area and are relocating to come to school here, mainly out of state students. These students do not have support networks in place and are not integrated into the community. Could we put resources into developing those links, similar to what we do with international students?
 - Cheryl mentioned she would be interested in knowing about athletes who get dropped and the reason they get dropped and are "stranded" here without supports and dropped from class.
 - Sandra said she would report back in the spring as to what actions were taken to improve outcomes and that will help inform future decisions about where we put our efforts.
 - Valerie asked if we track athletes and how they are doing. Sandra said Tableau tracks them as long as they are tagged as athletes in the system. She also mentioned that the Edge athletic tutoring program has been very effective and athletes are doing really, really well. Valerie particularly mentioned wanting to know how students from inferior education systems were doing.
- Student Success Workshop – Melanee Grondahl
 - Melanee presented on student success workshops. She thought it would be helpful to go through one so that the group knows process and can speak to what the workshops are about.
 - Melanee mentioned that the strategic marketing was paying off. There are sandwich boards in the library and they now have their own room in library. She felt the best workshop are held in an intimate space. During the workshops, students talk more than she does. She is working with Chelsea Hendershot and Jennifer McCandless to incorporate the workshops to a non-credit STU course so that we can get apportionment on attendance. There are between 40-60 workshops per semester. She is now planning for spring. Tehama wants zoom workshops and we are working on implementing that.
 - There is an emphasis on anxiety and mental health in the workshops. This is a holistic approach because students can't learn unless you can self-manage. So workshops are focused on nutrition, emotional regulations, relationships, what it

takes to be healthy, learn and do a job, test anxiety and stress reduction. We are able to see what supports students need by teaching a STU-1 class. Attendance has gone up but we would like to do more in measuring our results.

- Melanee taught a workshop on breaking habits. She walked the group through the process showing them how students participate and what they get from attending a workshop.
- John asked if online only students would access to these types of workshops through Zoom.
- Most workshops are 50 minute.

- ADJOURNMENT

Adjourned at 5:07 pm

Next meeting, Thursday- Dec 5, 2019 (3:30-5:00 PM) Room 2314