



**Student Success Committee
Minutes
November 12, 2020
3:30 – 5:00pm**

CALL TO ORDER

ROLL CALL

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

Guests		
Sandra Hamilton-Slane		

- APPROVAL OF MINUTES
 - 10-22-2020 Meeting Minutes: Heather Wylie motioned and Sonia Randhawa seconded to approve the minutes. All in favor, none abstained.

- INFORMATION

Student Equity and Achievement 2019-2020 Report and brainstorm of next steps (Sandra Hamilton Slane)

 - The SEA Program is under the Student Success Committee as an initiative, and is due to the Chancellor’s office in January. The program reporting is a three-year process.
 - The current report brought forward to the Committee does not cover all the initiatives, nor all the support we provide to our Equity groups. At this time, we are reporting that progress is being made, not the final outcomes.
 - Due to the situation, Sandra plans to work with Research to get a better picture of our initiatives.

- A big portion of the report is based around fund expenditure and we did find out that we can overlap the funds by one year.
 - The funding report also provides a percentage breakdown, we have a high percentage in Other only because there is no category provided by the report.
- The report is required to identify five groups, but we have twelve all together. Within the five groups for reporting we are required to report on at least one Black/African American and one Hispanic/Latino group category. However, we do not have a disproportionate impact for any Hispanic/Latino groups.
- Highlights:
 - The list on page two shows that the reported groups were enrolling at a much lower rate. The rate should be around 55%.
 - The numbers listed are calculated by the Chancellors office.
 - The activity grid is in replacement for a narrative and TLME is Transfer Level Math and English.
 - Co-requisite courses, in the Activities, are referencing the new support courses we added to Math and English courses.
 - We do not have a disproportionate impact with transfer level Math and English because all students are not doing well in this area.
 - The report does look at both Math and English in the first year, which is a very high bar. It also makes the numbers very low when looking at success rates.
 - Black and African American, as well as Pacific/Hawaii'n Islanders, students disproportionate impact seems to be from students that come over from out of the area.
 - Further research needs to be done completed before confirming.
- Committee Comments:
 - Kari Aranbul asked how this report contrasts and compares to previous reports/numbers? Sandra stated that she can look back two years to the start of the reporting if the Committee wants the information. Sandra did state that what is presented is focused more on the goal, and she hopes to work with Research to get a comparison and contrast view.
 - Kate Mahar appreciates that the strategies are broken down by Equity and articulated in a direct way.
 - Heather Wylie is curious to know the impact of Embedded Tutoring/SI since the support has shifted to online. Sandra stated she is not fully aware of what is going on with SI, but she did state that Embedded Tutoring is still being provided in the current online environment.

- DISCUSSION

Presentation: Reimagining Campus Committees (Heather Wylie)

- The presentation focus was on how Shasta College reimagines the committee structure to promote engagement and equity. How can Student Success Committee become a pilot for a renewed vision of committee work?
- The Leading from the Middle Team, which is a team of middle leaders within the Community College system, chose to re-evaluate how the committee structure is provided across campus. Focus is on reimagining Campus committees and to bring in Guided Pathways.
- The presentation provides a structural approach to rethinking committees.
 - Some key highlights include:
 - Create innovation thinking.
 - Meet the needs of our students.
 - Do you feel like there is room for your voice? How do you feel?
 - Sometimes the connection with student support is not present
 - Many Committees can be very driven by State directive.
 - Hopefully people feel empowered to “speak up”
 - Everyone knows why they are there and what they committed too
 - Project base, or we have to meet because we have a committee
 - Time spent in pro-active rather than re-active meeting
- The Leading from the Middle group really spent time focusing on “why?” ...
 - Improving College planning and making things efficient – future oriented.
 - Engage in purposeful work within the campus community to support student success.
- The “How”: The Leading from the Middle group is putting a tool kit together.
 - Consideration within equity.
 - Trainings for the chairs and new committee members.
 - Ensure a reflection process, implementation and a re-evaluation process for each committee.
- Now is a perfect time to re-evaluate and improve our committee process.
 - “Nothing is too sacred for interrogation” - The encouragement is to put everything on the table in order to re-think each process.
- Some stated goals include:
 - Eliminate redundancy between committees, reimagine focus and structure, cultivate and highlight broad skill sets, transition to project-based work... aligning work with the Guided Pathways framework.
- Information will start coming out to others within the next few months, and Student Success Workshops will be provided. The tool kit is planned to come out at the end of the current semester or at some point in spring 2021.
- Comments:
 - The Committee appreciated the discussion and what the Leading from the Middle group is working on.
 - Brian Spillane stated that the presentation resonates with a lot of other committees and appreciates the discussion.
 - Sandra Hamilton-Slane stated that she is stuck with the transactional. She likes it when Committees have time to interact and interesting questions

are asked. Also, it is nice when items are presented in enough advance to be ready for meeting discussions and when written things stay written.

- Kate Mahar remarked the example of when Sandra created interaction within her report.
- Cheryl Cruse thinks the Student Success Committee is a good committee to take on this approach.
- Valerie Ambrose stated that the Equity committee, in which she is a member, practically disappeared once funding disappeared. Valerie suggests that this toolkit and reconsideration may be a good approach for the Equity committee.
- Heather Wylie stated that there are many different types of committees. Committees that have more transactional requirements can still benefit from more dialogue within its members. Heather is interested to see who voices are on committees, who is chosen to be on committees, and who would be best on each committee? A more intentional approach in committee membership, can cross-over and help with the equity portion.
- Kate Mahar stated that it is not good when one leaves a meeting and realizes that they really did not need to be there.
- Kari Aranbul stated that the Student Success Committee may want to review the toolkit prior to updating any by-laws, so as to reflect one what they can improve on.
- Kate Mahar stated that she is excited to see faculty, instruction, classified, etc. to come together in such a unique committee as the Student Success Committee.
 - Kate asked Heather what she would like from the SSC? Heather stated that she would like to learn any insight, strategies or techniques the members may want to provide. Heather would appreciate any information, even if the meeting has a concrete meeting template.
 - Heather also asked if she can share the reflection tool with the Committee during the last meeting of the 2020 fall semester.
 - Kate and Kari agreed to the idea..

- REPORTS

- OTHER

- Committee performed a check-in among members:
 - Highlights:
 - Instructors are seeing a lot more frustration from students with their classes and Canvas. More students are reaching out to instructors.
 - Many students are missing the “in-person” and “live” environments.
 - Cheryl Cruse stated that the library is continuing to send out resources to students and now offers an online course for the library and Canvas support.
 - The automotive department has moved to 8-week courses. There are some instructors struggling with the online teaching

environment, which may prompt extra support from other instructors.

- Processes are improving for those in Enrollment Services area, as software and programs are purchased and developed for remote working.
 - Number of degree applications is currently low, but as expected. The number should increase as the semester progresses. The students that received a degree in the spring was higher than expected.
 - Boundaries between student and instructor are very important. The boundaries can be a way to provide a healthy environment for all. Balance is important.
 - Currently there is a struggle between explaining things in the online environment versus in-person. It can be difficult to explain a student's education path when working through the online environment.
 - Working in a high-touch environment will get people exhausted. Over scaffolding can actually be a disservice to students. We may not get that intrinsic motivation. Important to be conscious of what we are doing and consider sustainability.
- Kate Mahar thanked the Committee and highlighted the importance to have a location where people can talk. Kate asked the Committee to consider being a committee "think tank" for other committees, so as to create a positive campus wide impact among all committees.

Meeting Adjourned at 4:58pm

Minutes record by James Konopitski, Student Services Coordinator