



**Student Success Committee
Minutes**

**December 9, 2021
3:30 – 5:00pm**

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

Guests		
Tim Johnston		

- APPROVAL OF MINUTES
 - 9-30-2021 Meeting Minutes: Cheryl Cruse motioned, and Melanee Grondahl seconded to approve the minutes. All in favor, none abstained.
- GOALS AND PURPOSES
 - Report guidelines
 - Kate suggested the Committee starts thinking about the ground rules for the Committee meetings and workgroups.
 - How to make the meetings more activity focused? How to setup the correct expectations?
 - Agreement to be open, to participate, to try.
 - Attend the meetings.
 - Action focused.
 - Agreement to be flexible.
 - Kate suggested looking into committee membership.
 - The Committee stated how they like ideas for more flexibility; especially with small groups.
 - Reports
 - Video Project-Resources

- Guided Pathways is also looking at the various video resources that are available. Guided Pathways has also created an area within OneDrive that houses a vast amount of videos.
 - The workgroup, and Guided Pathways team, are looking into making the videos more accessible to students and faculty.
 - Video samples will be provided next semester.
- Reimagining Student Success Workshops
 - Some of the CTE departments are creating functional online portals for students and their programs.
 - Another idea that the CTE faculty liked, was the idea to host mini-classes, instead of filming the experience. The min-classes would be a way to have students interact with the program.
 - The Fall workshops provide by Heather, James, and Chris had an increase in attendance compared to other kinds of workshops. The format was very conversational and welcoming, but it really feels like a podcast format that people are attending in larger numbers.
 - Melanee stated that the plan is to create more integration among the workshops, videos, and classes.
 - Melanee stated that she thinks it is important to front-load workshop and supportive videos (e.g. StudentLingo, etc).
 - Melanee is also looking for new instructors to teach STU classes. The instructors will also receive FLEX credit and a stipend.
 - The Committee discussed practices that get student attendance. The Committee discussed how students appreciate doing things at their own time, or time that works best for them. The Committee stated that students appreciate the StudentLingo workshop.
 - The workshop workgroup actually felt that they were more productive as a small workgroup.
- Equity and Advisory Boards
 - James and Valerie highlighted that other groups are working to promote Equity and Advisory Board integration into various College processes, Committees, etc.
 - The Leading From the Middle team's support was highlighted. The LFM Team are not only taking a look at restructuring of committee meetings, but also on how to integrate equity into various areas of Shasta College through Listening Sessions.
 - The Guided Pathways team is also looking into embedding equity into the various processes they are supporting.
 - James and Valerie stated that we may not need to continue with the small workgroup in the future, due to these other committees pursuing equity integration.
- Action Items
 - Report to SSC in January

- Developing student supports for special admits (Dual/Concurrent enrollment)
 - The workgroup discussed differences between concurrent and dual enrollment. Shasta College may see increase in concurrent enrollment as more students are homeschooled and utilize Shasta College as an important educational resource. The increase could cause some challenges that need to be considered/addressed.
 - Current separation of ideas consists of smaller support ideas, and ideas for larger support systems:
 - A small support idea is reframing our presentations, support systems, and marketing.
 - A larger support consideration is pursuit of “middle college” or “early college”.
 - The workgroup also discussed emphasizing the orientation and how to better manage student and parent expectations.
 - The workgroup also discussed online and in class safety measures on what one should share if one is younger in age.
 - Discussion:
 - Melanee stated that she provides common college behaviors in her STU-1 classes. How can we add STU-1 to a student’s pathway?
 - Melanee asked about STU-1 courses being dedicated to concurrent students? Tim shared high school student enrollments. Concurrent students tend to go for STU-90, but STU-1 is one of the top courses for concurrent students. Many students are chipping away to graduate high school, but looking to double dip certain requirements for both high school and college. (See screenshot below)
 - Melanee asked if we can work with high schools, so STU classes give the students credit at the high school as well? Tim stated that it could be considered elective credit, but students usually get enough elective credit. Most high school’s curriculums have a pre-planned route that makes it hard make the integration. Most homeschool and

charter school are relying on Shasta College for curriculum, but they still have the same issues as other high schools.

- Dan shared that Strong Workforce has been working with the INDE department: Shasta College classes at Red bluff, and Corning High school in the evenings. Entry level classes in welding, automotive, advanced manufacturing, and diesel. Some students are dual enrolled into some classes, and will be able to take additional classes in the evening – including other community members.
- Tim asked if the Student Success Committee, or its workgroup, can work on bullet points that could be covered in a letter, things that parents should consider when enrolling their students into Shasta College courses. The points will help inform both student and parents.
 - Melanee and Cheryl would like to join the meeting to help support the development of the above bullet points.
- Tim stated that within the video, or a letter, it may be good to highlight FERPA and the record access flip that occurs from high school to College. Parents may not be accustomed to the change.

High School Student Enrollment						
Course Category/Course	2016-17	2017-18	2018-19	2019-20	2020-21	Grand Total
Dual Enrollment Sections						
CIS-1: Computer Literacy Workshop	333	141	424	463	216	1,577
HIST-17A: United States History	171	287	259	336	241	1,294
HIST-17B: United States History	166	265	211	248	198	1,088
OAS-10: Excel for Windows I	469	348	259			1,076
ASL-1L: American Sign Language 1-SKILL Lab	254	183	189	235	162	1,023
STU-90: Career Choice	737	49	211	15	9	1,021
ASL-1: American Sign Language 1	254	183	188	235	161	1,021
OAS-91: Word for Windows I	424	225	199			848
OAS-94: PowerPoint	430	225	85			740
ENGL-1A: College Composition	101	152	89	183	208	733
Concurrent Students/Not DE Course						
STU-90: Career Choice	2	1,116	443	151		1,712
ENGL-1A: College Composition	252	210	351	380	339	1,532
HIST-17B: United States History	245	288	291	353	294	1,471
POLS-2: Intro to American Government	74	145	119	193	245	776
PSYC-1A: General Psychology	100	102	140	144	126	612
CIS-1: Computer Literacy Workshop	110	129	125	161	56	581
HIST-2: World Civilization to 1500 C.E.	52	73	139	172	137	573
MATH-14: Introduction to Statistics	96	113	120	107	131	567
ECON-1A: Principles of Economics-Micro	36	56	101	196	133	522
STU-1: College Success	75	82	81	123	137	498

- Portfolio – no discussion
- Begin thinking of projects for Spring 2022
 - The Committee stated that the concurrent enrollment group would like to have a small group meeting in January 2022.

- Melanee stated that it would make sense for the workshop workgroup to meet in a small group in January. At some point, maybe Fall 2022, the College Success Workshops discussion should no longer be a small group discussion.
 - The Committee will work in small groups in January, and report out in February as a larger group. Kate stated that in February she can also share locations of various videos, etc.
 - Kari asked if each small group can share with Pete Dickerson about what they are working on, so that Pete can decide what group(s) to join.
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- REPORTS - None
 - OTHER
 - Kari, Kate, and James will discuss guidelines for the Committee and the various workgroups. Kate highlighted the importance for the workgroups to have agency, people that can do the work.
 - ADJOURNMENT – 04:51pm

Happy Holidays!

Minutes recorded by James Konopitski, Student Services Coordinator