Cañada College

STUDENT SERVICES PLANNING COUNCIL
MEETING MINUTES OF

Wednesday, February 12, 2014
2:00 pm – 4:00 pm
Building 9 – Room 154

Members Present: Lizette Bricker, Noel Chavez, Jeffrey Rhoades, Robin Richards, Kim Lopez, Jeanne Stalker, Soraya Sohrabi, Ruth Miller, Regina Blok, Trish Guevara, Lorraine Barrales-Ramirez, Supinda Sirihekaphong, Carlos Luna, Bob Haick, Margie Carrington, Misha Maggi

Members Absent: Chialin Hsieh, Melissa Alforja, Sandra Mendez

Guests: Sunny Choi

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1. Approval of Minutes – Minutes from January 22, 2014 were approved

2. Business

I.   StrengthsQuest Survey Findings

Misha gave a presentation on StrengthsQuest and SSPC members reviewed their StrengthsQuest survey.

II.   Student Engagement Plan

SSPC members reviewed the Student Engagement Plan. Notes are below:

CONNECTED

1.   Every student makes significant connection with another person as soon as possible upon arriving at the college.

Activities	Who's Responsible	Timeline
1. **Applicant Follow-up:** Contact all non-exempt students who have applied to Cañada about the student success process (orientation, assessment, counseling)	Outreach Office	Fall/Spring/Summer
2. **Orientation Follow-up**: Contact all new students who have registered for orientation and missed appointment. When does this specifically happen? Time-frame? The Welcome Center would like to do this, however would like Outreach to be added and possibly have a general	Welcome Center Outreach	Fall/Spring/Summer

retention specialist to do this. An initial following up with a student isn't going to make them feel connected. If after the first missed a student ambassador calls and talks to them, it might make them feel more connected.		
3. **Special Program Referrals**: Create program referral information and provide the lists of students to the special programs (e.g. EOPS, ~~DRC~~, BTO, ~~A2B~~, TRIO, STEM, ASCC, list all possible special program referrals for people) Not a good time to refer to A2B because we are trying to support generally. When does this happen in the semester? First week?	Counselors Welcome Center	May-August Fall/Spring/Summer
4. **Connections with Special Programs**: Contact all students who have been referred to the special programs to ~~ensure~~ encourage student involvement. DRC is voluntary and cannot email/refer them.	Special Program Staff Members	Summer/Fall/Spring/Summer
5. **Connections in the Classroom:** Have students introduce themselves in the classroom. 6. Have faculty give information on what is happening on campus before each class. 7. Set up a comprehensive schedule of student services presentations and visits (e.g. to the library and the learning center). Make 5 two separate things. Possibly have each department in charge of creating their own videos (working with Robert and IT) to have introduction videos to departments. Have the STEM Center added to the Library/LCTR presentations.	Faculty Library & Learning Center Staff Student Services Staff STEM	August & January ONGOING Must consider department's schedules/ depends on the department and the dates/time available. Must also consider late start classes presentations.

8. **Connections with Basic Skills Students:** Require all basic skills students to attend three tutoring sessions (e.g. in the syllabus)	Faculty Learning Center	Fall/Spring
There isn't anything about ESL or the 8 off campus sites and how to connect with these students. Is there another way we'd like to connect to them?		

Benchmark Assessment Measure:

#9. Student Success Rates during their First Year

ENGAGED

2. Key intake programs including orientation, assessment, advisement, and placement will be integrated and mandatory

Activities	Who's Responsible	Timeline
1. **ASCC**: Involve ASCC in orientation with students providing information to other students about involvement. Would still like college hour and/or intramural sports.	ASCC Welcome Center	Fall/Spring/Summer
2. **Orientation**: Emphasize use of my.smccd.edu email accounts and teach students to forward email. Would also like to emphasize websmart, degreeworks, and webacess. Incorporate hands-on STEM activities/experiences into the initial contact with students (extended orientation of some kind or early engagement activity)	Welcome Center STEM Orientation Counseling	Fall/Spring/ Summer
3. **Assessment**: Provide clear links to resources available on the assessment process.	Welcome Center	On-going
4. **Mandate Course Taking:** Develop process for mandating English ~~and~~ or math courses prior to general education. What are the other colleges doing? How will it work? Can we do this?	IPC Academic Senate	Spring 2014

Include that there is an exemption process.		

Benchmark Assessment Measures:
#15. Percent of students placed in pre-transfer math that take pre-transfer math
#16. Percent of students placed in pre-transfer English that take pre-transfer English
#17. Percent of students placed in pre-transfer reading that take pre-transfer reading

DIRECTED

3. Every student will be placed in a "Program of Study" from Day 1; undecided students will be placed in a mandatory "Program of Study" designed to help them decide.

Activities	Who's Responsible	Timeline
1. **Meta-Major Support**: Provide support for students in the three meta-major areas: 1) Humanities & Social Sciences, 2) STEM, and 3) Career-Tech, to include workshops, follow-up, counseling, etc. Create workshops with Career-Tech to include leadership helping you in the workforce.	Faculty A2B Counseling STEM ASCC	Fall/Spring
2. **Extra Credit**: Provide extra credit for students to attend specialized major and career workshops.	Faculty	August-May
3. **Ask about Plans**: Faculty ask all students about their plans – e.g. transfer, AA degree, or certificate – and provide assistance to guide them to success. Clarify when they should be having their plans set.	Faculty	August-May
4. **Career Courses**: Promote career classes for all students. Have Career 130 in summer.	Counselors Faculty	Fall/Spring/Summer
5. **Degree Works**: Workshops and help regarding DegreeWorks.	Counselors	Ongoing
Benchmark Assessment Measures: **#10 Success in GE Courses** **#11 Success in Distance Education Courses** **#12 Success in CTE Courses** **#13 Success in Pre-Transfer** **#14 Success in Non-CBET ESL**		

FOCUSED

4. Every student who enrolls to pursue a certificate, degree, or who plans to transfer will work with college personnel to create a Student Success Pathway – A Roadmap to Completion.

ASCC has a general note that they really appreciated this and think it will help them know what to do and students can come in and get a degree and transfer easier this way.

Activities	Who's Responsible	Timeline
1. **Check Points**: Create report in Degree Works that provides feedback to students who are 25%, 50%, 75% and 100% to completion of their major goal and notify students via email.	IT Counseling	Each semester
2. **Roadmaps**: Create roadmaps for students describing the steps that need to be completed and at what times, e.g. for Transfer, Degrees, Certificates, etc. Use the word Pathways instead of Roadways	Transfer Center Counseling Faculty	June-July Spring & Fall 2014
3. **Student Educational Plan (SEP)**: Provide incentives for completing SEP, to include priority registration. Combine 3 & 4 Keep count of all SEPs for ESL students	Counseling Faculty	On-going
4. **Check-in**: Establish fixed check-in times for all students to meet with a counselor.	Counseling	On-going
5. **Career Course:** Explore a mandatory career class. If the option for a STEM Specific Career Course is ever on the table again, the curriculum that was developed for the STEM Honors Colloquium course could be a great framework or place to start. *We would be thrilled to get a STEM-specific course for incoming students going.	Counseling Faculty	Fall 2014
6. **IGETC:** Include a CRER course in General Education IGETC. Not realistic? Put on Career site as well. UCOP may not happen?	Counseling Faculty Curriculum Committee Articulation Officer	Fall 2014
7. **CTE Programs:** Post workforce program flow charts on web.	CTE Departments	Summer/Fall
8. **One Community-One Read:** Conduct focused reading initiative where all of the campus reads a particular book with activities, speakers, forums, team teaching, visuals of the content, etc.	Faculty	Fall
Benchmark Assessment Measure:		

#3 Degree Completion
#4 Transfer and #4a UC/CSU Transfer
#5 Certificate Completion
#6 Licensure Pass Rate

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VALUED

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5. Every student will be carefully monitored throughout the first term to ensure successful progress; the college will make interventions immediately to keep students on track.

Activities	Who's Responsible	Timeline
1. **Early Alert**: Conduct early alert with intentional interventions and develop a formal progress report. Need more finite times for timeline to be completed/implemented. What is the formal progress report going to look like? How will people intervene? What's the penalty? What does this look like for Middle College students?	Faculty Counseling	Fall/Spring
2. **Mandatory Office Hour Visit**: Require all students to meet with faculty during office hour. Needs to be specific (time/place/if office hours are flexible to students' schedule). Some students' schedules don't permit for 'any more time'. It should be mandatory though, or students would never go to it. What does this actually look like and how will we hold faculty or students accountable?	Faculty	Fall/Spring
3. **Services**: Promote services through emails – for example: "We see you are taking math or English, did you know free tutoring is available?" Include the STEM tutoring and Supplemental Instruction in promotion emails. The S.I. Emails would have to be slightly more targeted..."We see you are enrolled in CHEM 210, your supplemental instruction workshops are T, W, TH from 3:00-4:00 in Room 9-257A" for example. We also have a solid drop-in tutoring offering each semester that would be great to be included in an email.	Learning Center (Each department responsible for generating a message about their special services)	Fall/Spring/Summer
4. **New Students**: Ask who the new students are in the class and provide information on services available to help them succeed.	Faculty	Fall/Spring/Summer

Create some sort of "First Year Experience" Module?		
5. **Professional Development**: ~~Provide mandated and~~ incentivized faculty development on student support services. Create some sort of formal acknowledgement, recognition, or certificate for this.	Faculty CIETL	Fall
6. What does valued really mean? Would like to see individual stories and perspectives of students on banners or website to really feel 'valued'.		
Benchmark Assessment Measures: **#1 Successful Course Completion** **#2 Fall-to-Fall Persistence Rate**		

NURTURED

7. **Students will engage in courses and experiences designed to broaden and deepen their learning.**

Activities	Who's Responsible	Timeline
1. **Service Learning**: Work with faculty to develop a service learning program. What does this look like or entail?	Dean, ALL	Spring
2. **Habits of the Mind**: Conduct a habits of the mind program with monthly topics that everyone embraces.	CIETL	Fall
3. **Experiences**: Encourage internships, field trips, lecture series, inquiry based learning.	CIETL Faculty	Fall
4. **Taste of the Classroom**: Conduct opportunities for students to learn about the next courses they need to take (similar to the Fashion Design and Merchandising Luncheon program).	Faculty	Fall
5. **Student Success Team:** Create a campus-wide student success team to provide information on ways to improve what we do.	All who are interested ASCC	Fall
6. **Student Success News**: Create a publication to focus on student success and provide the campus with ideas on what they can do to improve it. ASCC would like to help give student voice to the publications.	VPSS ASCC	On-going
Benchmark Assessment Measure: **CSSEE Survey**		

12h, 12j, 12k, 12l, 12m, 12n, 12o

III. Short Guide to Department and Programs

SSPC reviewed the suggested Short Guide to Department and Programs. It was decided to edit the document for information that will not change on a semester to semester basis.

IV. Other

Upcoming Meetings: Feb. 26, March 12 & 26, April 9 & 23, and May 14 & 28