Student Services Planning Council
February 27, 2019
ST 107 (1:30-3:00pm)
Minutes

Members Present: Natalie Aceves (Co-chair), Kimberly Bell, Patti Brusca, Mark DeAsis, Maria Gonzalez, Tenisha James, Pamela Kollar, Amy Kramer, Leticia Martinez, Daniela McCarson, John Moore (Co-Chair), Gustavo Oceguera, Kaneesha Tarrant (Co-Chair)

Members Absent: David Chaney, Lilia Garcia, Mark Hartley, Ana Hernandez, Amber Lall, Aimee Nunez

Guests Present: Greg Ferrer, Nathaniel Ilo, David Schlanger

Call to Order: 1:35 pm

Approval of Minutes:
Approval of Minutes for December 11, 2018
MSC (Bell/McCarson)
Approved. 2 Abstentions

I.   **Action Item:**

   A. Program Review Prioritization (Kaneesha Tarrant)

   Council will need to prioritize in time to get information to ISPC for the 4/3/19 meeting. In the past, only staffing and equipment over $5000 was ranked. Current procedures require ranking of ALL areas of program review. Therefore, an updated prioritization document needs to be created. The updated document and ranking criteria will be emailed to SSPC members by 3/1/19 and should be completed and returned to Tanya by 3/15/19.

   BFPC did not complete a ranking/prioritization; managers from each area funneled priorities up to directors, who then communicated priorities to the area VP.

   AAPC will likely follow the same procedure.

   Ideally, moving forward, SSPC will do the same.

   Start to think about needs for the division as a whole:
   - Where are the gaps?
   - What grants are ending that you want to advocate for in terms of general fund dollars?

   18FAL cohort data has not been reported; an email request will go out after today's meeting.

II.   Information Items:

A. SSPC Membership (Natalie Aceves)

The council revisited and confirmed the vote from a previous meeting to restructure the membership of the council to seven managers, seven classified staff, four students, and three faculty, for a total of 21 voting members. There are still two classified member vacancies. Natalie is working with CSEA to get those members assigned.

B. Norco College Mission (Kaneesha Tarrant)

The result of a very robust discussion regarding the Norco College mission at the November meeting were questions that were given to Melissa Bader. The response was to provide suggestions/changes to the current statement. The council decided to identify a few members who will work on "word-smithing" and provide a recommendation to Melissa on behalf of SSPC. This subgroup, which includes Natalie Aceves, Kimberly Bell, Greg Ferrer and Amy Kramer, will meet and submit the recommendation to Dr. Tarrant by 3/15/19.

C. Guided Pathways Update (Tenisha James)

Norco College, Riverside City College and Chaffey College have partnered to host the Inland Empire Guided Pathways Summit on March 3-4, 2019 at the Riverside Convention Center. This workshop will host 12-15 colleges in the region.

We recently partnered with the RP Group to host a Guided Pathways retreat for the Student Success Teams. The focus of the retreat was on how we use the six factors identified in Student Support (Re)defined to implement Guided Pathways. It was very helpful to the Student Success Teams, so we are working to bring the RP Group to campus to train additional staff.

An advising curriculum is being development that would be a monthly training on how to make students feel nurtured, engaged, directed, etc.

D. Educational Master Plan and Big Us Update (Kaneesha Tarrant)

Dr. Tarrant walked the council though the process of finding the final draft of the Educational Master Plan on the website (Office 365 ➡ Sharepoint ➡ EMP ➡ documents ➡ open ➡ open in Word ➡ login ➡ view ➡ edit to make comments).

Ten goals are outlined, however the 1-year and 5-year strategic plan is not included.

- How do we transform our students?
- How do we influence the region?
- How do we grow to accommodate our needs?

Feedback is due **by Friday, March 8th** . A second draft will then be distributed.

III. <u>Good of the order</u>

Dr. Tarrant recapped the information and data the Chancellor presented at today's forum. The focus was on student services wraparound services, increasing completion rates and transfers to UC and CSU using a caseload management model.

Norco will meet with MVC and RCC to discuss onboarding.

The Caring Campus Initiative is a training program that utilizes a coaching model to ensure the deep involvement of classified staff in student success. There will be three training sessions, the first of which is scheduled on March 7, 2019 from 1:00 – 4:00. The second session is tentatively scheduled April 11, 2019 and the date for the third session is still to be determined, although will likely occur in May.

Meeting adjourned: 2:50 pm

Next meeting: March 27, 2019

Implementing Guided Pathways through the Six Factors of Student Success

Success Factor Themes

- Colleges need to foster student motivation.

- Colleges must teach students how to succeed in the postsecondary environment.

- Colleges need to structure support to ensure all six success factors are addressed.

- Colleges need to provide comprehensive support to historically underserved students to prevent the equity gap from growing.

- Everyone has a role to play in supporting student achievement, but faculty must take the lead.

Pillar 2: Getting on the Path

- First-year experiences to help students explore the field and choose a major

- K-12 partnerships focused on career/college program exploration

- Full program plans based on required career/college exploration

- Contextualized, integrated academic support to help students pass program gateway courses

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Pillar 3: Staying on the Path

- Systems for students to easily track their progress

- Structure to redirect students who are not progressing in a program to a more viable path

- Ongoing, intrusive advising

- Systems/procedures to identify students at risk and provide needed supports

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Student Support (Re)defined

Equitable
Integrated
Cost Effective

What is Student Support (Re)defined?

Student Support (Re)defined aims to understand how community colleges can feasibly deliver support both inside and outside the classroom to improve success for *all* students.

What are the six factors for success?

Through a review of leading studies on effective support practices and interviews with both practitioners and researchers, the RP Group identified "six success factors" that contribute to students' success. These factors subsequently drove our inquiry into what *students* find critical to their achievement. We list them below in the order of importance according to students participating in our study.

DIRECTED: Students have a goal and know how to achieve it

FOCUSED: Students stay on track—keeping their eyes on the prize

NURTURED: Students feel somebody wants and helps them to succeed

ENGAGED: Students actively participate in class and extracurricular activities

CONNECTED: Students feel like they are part of the college community

VALUED: Students' skills, talents, abilities and experiences are recognized; they have opportunities to contribute on campus and feel their contributions are appreciated

For a full report of student perspectives on these six success factors, please visit: www.rpgroup.org/sites/default/files/StudentPerspectivesResearchReportJan2013.pdf

What did we discover?

In phone surveys and focus groups, the RP Group asked nearly **900 students from 13 California community colleges what supports their educational success, paying special attention to the factors African Americans and Latinos cite as important to their achievement.** Five distinct themes emerged:

1. **Colleges need to foster students' motivation.**
   While this research recognizes students as key agents in their own educational success, it also highlights that even those who arrive to college motivated need their drive continuously stoked and augmented. Findings suggest that undecided and first-generation students in particular may need additional support to find, hone and maintain their motivation.

2. **Colleges must teach students how to succeed in the postsecondary environment.** These findings also imply that colleges must show students how to translate their motivation into success. Students need assistance building the specific skills and knowledge necessary to navigate and thrive in their community college, particularly those who are new to higher education or who arrive without a particular goal in mind.

3. **Colleges need to structure support to ensure all six success factors are addressed.** Participants (a) confirmed the six success factors were important to their progress and achievement and (b) indicated that the factors interact with each other in various ways. Students noted how
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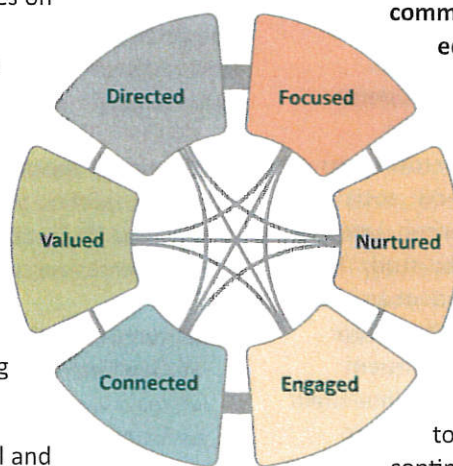
> *I feel that whenever someone wants me to succeed and is supportive of me, then I am motivated to work harder and be successful. The motivation they provide for me is vital to me pushing myself and being focused, engaged and directed towards success.*
>
> — Focus Group Participant

> *A teacher's engaging when they're not just writing on a board or showing you a PowerPoint, but really talking to the class, when they make the eye contact and ask questions. Don't just give us the answer. Talk to the class. Engage people. Make them answer questions. Pick on somebody a little bit. Make a joke here and there. And, connect us to outside resources and extra tutoring.*
>
> — Focus Group Participant

experiencing one factor often led to realizing another, or how two factors were inextricably linked to one another. Since students do not experience these factors in isolation, colleges need to consider ways to help students attain multiple factors at once.

4. **Colleges need to provide comprehensive support to historically underserved students to prevent the equity gap from growing.**
Comprehensive support is more likely to address the multiple needs—academic, financial, social and personal—identified by African-American, Latino and first-generation participants in this study. These students were more likely to cite a lack of academic support, the absence of someone at the college who cared about their success and insufficient financial assistance as reasons not to continue their education. Colleges must find a way to provide comprehensive support to these student groups—at scale. If they do not, the equity gap will likely grow.

5. **Everyone has a role to play in supporting student achievement, but faculty must take the lead.**
Participants noted how everyone on a campus can affect their achievement. Their responses underscored the importance of colleges promoting a culture where all individuals across the institution understand their role in advancing students' success, no matter their position at the college. Yet, students most commonly recognized instructional faculty as having the greatest potential impact on their educational journeys and suggested multiple ways teachers can support their progress both inside and outside class.

For a detailed discussion of these themes, please visit: www.rpgroup.org/sites/default/files/ StudentPerspectivesResearchBriefJan2013.pdf

How can you use Student Support (Re)defined on your campus?

Interested in using Student Support (Re)defined results to strengthen student support and achievement on your campus? Consider the following resources:

- **Practically Speaking: Community College Practices that (Re)define Student Support:** A primer that features 23 practices demonstrating the study's five themes and six success factors

- **Action Guide: Exploring Ways to Strengthen Student Support at Your College:** A tool that can enhance existing campus student support initiatives or facilitate new efforts through an inquiry and planning process based on the study's results

- **10 Ways *Everyone* Can Support Student Success:** Practical advice based on students' suggestions for how anyone working on a college campus can support their success

- **10 Ways *Faculty* Can Support Students' Success:** Practical advice that highlights students' ideas for how faculty can integrate support in and out of the classroom

- **Research in Action:** Project webpage sharing these and other resources; includes examples of how community colleges are using Student Support (Re)defined on their campuses

Contribute your own example of how your institution is acting on Student Support (Re)defined by contacting Dr. Darla Cooper at dcooper@rpgroup.org
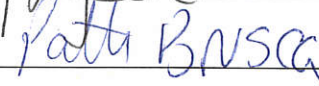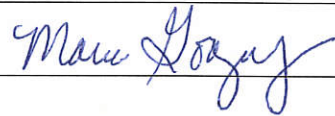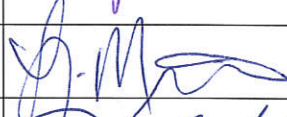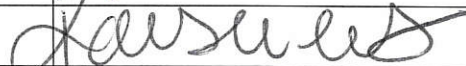
For more information . . .

Find more information and all project resources at: www.rpgroup.org/projects/student-support

If you are interested in having a customized presentation or workshop on Student Support (Re)defined at your institution or believe your institution could benefit from technical assistance specifically designed to help your institution use findings for action, please contact Dr. Darla Cooper, Director of Research and Evaluation, dcooper@rpgroup.org.

Student Services Planning Council
Meeting Sign in sheet Date: 2/27/19

Name	Title/Dept	Signature
Natalie Aceves (co-chair)	Educational Advisor – Transfer Center	
✱ Kimberly Bell	Associate Professor, Counseling (DRC)	*[signature]*
Patti Brusca	SSSP Assistant – Counseling	*Patti Brusca*
David Chaney	Senator of Campus Activities, ASNC	
Mark DeAsis	Dean, Admissions & Records	*[signature]*
Lilia Garcia	Assessment Coordinator, Assessment Center	
Dr. Maria Gonzalez	Director, Student Financial Services	*Maria Gonzalez*
Dr. Mark Hartley	Dean, Student Life	
Ana Hernandez	Senator of Administration, ASNC	
Dr. Tenisha James	Dean, Student Services	*[signature]*
Pamela Kollar	Academic Evaluations Specialist, Enrollment Services	*Pam Kollar*
✱ Amy Kramer	Assistant Professor, Counseling (EOPS)	*[signature]*
Amber Lall	Senator of Administration, ASNC	
Leticia Martinez	Student Financial Services Analyst - Student Financial Services	*[signature]*
Daniela McCarson	Dean, Special Funded Programs	*[signature]*
✱ John Moore (co-chair)	Associate Professor, Counseling	*[signature]*
Aimee Nunez	Vice President of Campus Activities, ASNC	
Dr. Gustavo Oceguera	Dean, Student Equity Initiatives	*[signature]*
Dr. Kaneesha Tarrant (co-chair)	Interim Vice President, Student Services	*[signature]*

GUESTS PLEASE SIGN ON THE NEXT PAGE
THANK YOU!

Student Services Planning Council
Meeting Sign in sheet Date: _2/27/19_

Guests		
Name	**Title & Dept**	**Signature**
Greg Ferrer	DRC Director	_(signature)_
David Schlanger	Director, Career Center	_(signature)_
Nathaniel Ito	ASNC	_(signature)_