Student Success Council

Meeting Notes

NAME OF COUNCIL/TEAM: Student Success Council	
OBJECTIVE OF MEETING: TBD	
DATE: 03/05/2019 **TIME:** 1:00pm - 3:00pm	**LOCATION/ROOM #:** Submarine Conference Room **CALL-IN NUMBER:** **CALL-IN CODE:**
FACILITATOR(S): Sarah Lehmann, Lisa Aguilera Lawrenson	
TIMEKEEPER:	
ASSISTANT: Teresa Helms	
MEMBERS PRESENT:	
SUPPORTING RESOURCES (ITEMS READ IN PREPARATION FOR AND/OR BROUGHT TO MEETING):	
UPDATES AND BRIEF REPORTS:	

Topic	Person(s) Responsible	Notes
Check In	Lisa Lawrenson & Sarah Lehmann	Bill Simpson reported that his Clarify Program Paths project is on track and is creating maps and agreement for the web team. Still working on the project and is going great.
Clarify Program Paths	Sarah Lehmann	Sarah Lehmann spoke on Clarify Program Paths 2018-2019. Status Report: By the end of the spring 2019 semester, the team will have met all of its deliverables. The team also has several recommendations to continue the work beyond the timespan of the project. Deliverables: 1) An updated list of areas of interest (names, definitions, included programs) for the 2018-2019 academic year submitted to the Student Success Council. The list was submitted to the council; on September 14th, 2018. 2) An updated list of the top 10 programs in each area of interest submitted to the Student Success Council. The list was submitted to the council on September 14th, 2018. 3) A work plan and timeline for the project submitted to the Student Success Council. A work plan/timeline for the project was submitted to the council; on September 28th, 2018. 4) Roadmaps for the top 10 programs submitted to the Student Success Council. Current status (as of 3/15/2019): Top 10 Programs - 73 Total 51 Maps Complete and 22 Maps in Progress. Remaining ADT's 10 Total, 5 Maps Complete and 5 Maps in Progress. For the programs whose maps are still in progress, draft versions of maps are in the being finalized and will be completed by the end of the semester. There are currently 166 completed program roadmaps. A list of approved roadmaps or each program, with links to the maps, can be found on the CPP website. All approved roadmaps will be available on the new college website once it goes live. 5) A proposal to create a new Academic Senate committee submitted to the Academic Senate. The Academic Senate reviewed a proposal to creat a Program Paths Committee on October 25th, 2018. The proposal had its first reading on November 8th, 2018 and its second reading on December 13th, 2018. It was approved by the Senate and is being implemented this semester with assistance from the Clarify Program Paths project team. 6) A proposal to create or purchase software for maintaining program roadmaps submitted to the Student Success Counci;. The team recommends using Atlas to create and maintain program roadmaps. See the recommendations section below for more details. Recommendations: 1) The team recommends that the college adopts Atlas as its program roadmap maintenance and publishing tool. The team also recommends the college adopts Atlas for publishing roadmaps, both in printable form and on the ARC website. 2) The team recommends that the college incorporates program roadmaps into the HighPoint Degree Planner software being implemented by the district, assuming that the software can be adapted to work with roadmaps. Ideally, program roadmaps would be the starting point for creating individualized educational plans. 3) The team recommends that the college provides professional development for faculty and staff to show them how to use areas of interest and program roadmaps as part of their jobs. 4) The team recommends that the college integrates program roadmaps and areas of interest into the other Guided Pathways redesign work being done at the college. This could include using program roadmaps during initial counseling sessions with new students and organizing orientation sessions based on students' initially expressed area of interest. It could also include outreach to feeder high schools to get students exploring career and major options prior to entering college. 5) There is building momentum for district-wide collaboration on Guided Pathways implementation, to create a consistent student experience across the district. The team recommends that the college use its recent experience implementing Guided Pathways to help the district create meaningful and useful design principles that would work for all four colleges. 6) There are a number of ongoing, program-paths - related duties that need to be assigned to someone at the college. The team recommends that the college consider creating a Guided Pathways Coordinator position, whose duties would include: chairing the Program Paths Committee, acting as the college-level administrator of Atlas, assisting in the coordination of Guided Pathways efforts within the college, including making sure the college website adheres to Guided Pathways design

		principles, acting as the college's liaison for district wide Guided Pathways implementation and coordination, maintaining up-to-date Career Coach and CCCApply connections to our areas of interest and program roadmaps, working with the Virtual Education Center to create and maintaining program roadmaps for fully online programs.
ELSS Update	Kale Braden/Dyne Eifertsen	Kale Braden and Dyne Eifertsen gave feedback from ELT. Two requests, enrollment management and how it's vetted by Academic Senate/union.
FYE	Kate Jaques	There is a resource panel looking at best practices for first year experience programs and conducting a literature review. They are continuing to work on this project and aren't ready to share their results yet.
SEM and EMP Charters	Lisa Aguilera Lawrenson	Lisa reviewed the charters for the Strategic Enrollment Management and the Educational Master Plan project teams. These teams will fall under the under SSC, and their reports will ultimately be approved at ELT. The Educational Master Plan will be a guide of enrollment trends. The EMP will look at aspects like the ESL population, Business and industry coming to Sacramento, and talking to them about an increase of on-line education. Frank Kobayashi is the administrative lead and Gary Aguilar is co-lead.
Local Trauma Informed Care Training	Sarah Lehmann & Lisa Aguilera Lawrenson	To help services for students, there is going to be a Local Trauma Informed Workshop in April. The Council expressed interest in bringing this training to ARC so that folks from across campus could get training.

ACTION ITEMS:

Question	Person(s) Responsible	Notes and Decision(s)	Next Steps
Scott Crow asked about utilities and broader communication. Lisa said she will share this with PES and along with #4 SEA Plan, DE Plan 1.2 section and Distance Ed Plan 2019-2025.	Lisa Lawrenson	0	

DISCUSSION ITEMS:

Question	Person(s) Responsible	Notes and Next Steps
SEA - Please provide your ideas on question #4 on the Student Equity Plan Template.	Lisa Aguilera Lawrenson, Sarah Lehmann, Adam Karp	The group reviewed and discussed SEA Question #4: "How will your college ensure coordination across student equity-related categorical programs or campus-based programs?" Council members provided suggestions and feedback on how to answer it effectively. Note: So far, Sarah has spoken with Joshua Moon Johnson, who supervises many of the "campus-based" programs, and Kolleen Ostgard who supervises the categorical programs. The Council identified several campus-based programs that should be added to the report, and also identified a need for a coalition or council of equity program leaders who can meet regularly to discuss coordination of equity programs.
Online 2.0 - Please read and be prepared with questions or comments.	Sarah Lehmann	The Council reviewed the draft of ARC Online 2.0 and provided feedback, which the chairs will share with the project leads. The council felt there were opportunities to weave in equity into the plan a stronger way. For example, the council would like to see a discussion of success rates in online courses disaggregated by race & ethnicity. Other comments: Who will be the students who choose to pursue 100% online education? Are there special characteristics of those students and ways we'd want to make sure we're offering targeted support? How will we evaluate whether we are meeting equity goals for online education? How do students who don't start at transfer-level math and/or English engage with online instruction?
My Path Career Exploration	Susan Andre	Susan shared a new online tool, My Path. It includes a section on career planning. She noted that it might be helpful if the career exploration tool suggested students take a career planning class.

ITEMS FOR FUTURE CONSIDERATION:

Topic	Contact Person
What items would you like to see on future agendas?	Sarah Lehmann or Lisa Lawrenson