Student Success Council

Meeting Notes

NAME OF COUNCIL/TEAM: Student Success Council	
OBJECTIVE OF MEETING: Discuss agenda items	
DATE: 09/17/2019 **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: Sarah Lehmann, Lisa Aguilera Lawrenson	
MEMBERS PRESENT: Roderic Agbunag, Adam Karp, Lisa Lawrenson, Sarah Lehmann, Kate Williamson, Susan Andre, Eliza Arata, Kennedy Galvez, Lisa Hayden, Jennifer Laflam, Mykyta Medvediev, Nicole Moise, Kathryn Sorensen, Jeffrey Stephenson,	
SUPPORTING RESOURCES (ITEMS READ IN PREPARATION FOR AND/OR BROUGHT TO MEETING):	

UPDATES AND BRIEF REPORTS:

Topic	Person(s) Responsible	Notes
Ad Astra. Where is the project currently? What are the implications for ARC and enrollment management? Who can see the data?	Kale Braden	Kale provided an update on Ad Astra and Platinum Analytics and demonstrated the sandbox environment. The system is live and the SEM team has just seen the first iteration of predictive data and are working to improve it. They will need to gather input from department chairs and counselors to understand which predictions are helpful and which are false, and then improve the system so that it gives fewer erroneous predictions. Instructional deans and department chairs currently have access. Kale is rolling out the program to individual divisions, and the goal is to "democratize" this data and make it available to as many people as is feasible rather than walling it off. Kale noted that scheduling should focus on the students and on solving scheduling challenges.
Pathways. What is happening with the Areas of Interest? What are schools? What are community pathways?	Bill Simpson and Lisa Lawrenson and Sarah Lehmann	Over the past two years, the College defined 9 "Areas of Interest," and sorted all programs into an Area. The goal was to help students find a pathway and a major more quickly, as opposed to sorting through 200+ programs individually. However, as implementation began, it was decided that the 9 areas still seemed unwieldy and should be collapsed into four "schools" under which the area of interests and programs would be sorted. Also, there are now 8 areas of interest rather than 9. Conversations are still unfolding around how the Pathways Communities will be structured and what experience we want students to have. We want to create support communities for all students. Lisa noted that this is the "1.0" version and we will improve it as we go. There is no perfect way to organize the College's many programs, but this is one way we think will work well for us.
ARC Participatory Governance Training Kickoff, 9/6/19. For Council members who were able to attend: what were a few highlights from that training?	Lisa Aguilera Lawrenson & Sarah Lehmann	The trainer walked the group through the elements of governance, the background, and the "why." One key point is that everyone has different definitions of what governance means. There was a questionnaire for each governance leader to make commitments to themselves in terms of what skills they hope to develop, etc. If you are new to governance, consider reviewing the slides from the presentation (attached to this agenda in IGOR). Feedback on the space in which the meeting was held: it would have been nicer to have been in a different space where participants could see each other and possibly stand up and form a circle.
DI Groups. Who will be on the project teams? What is happening currently? Charter updates.	Lisa Lawrenson and Sarah Lehmann	A lot has been asked of the DI project team, and we may offer additional resources to this team such as re-assigned time. One recommendation that came forward is to expand the membership to include both a faculty member and a staff member of African American descent. Lisa will discuss with the Latinx and Native American team leads to find out if they'd like a similar change to be made. The team will also include non-voting resource persons in order to be inclusive of all who want to participate. Regarding the EMP team, there was a question asked at Senate about why there is not student representation on the team. The EMP project team chair thought adding a student member would be a great idea. We will recommend to President Greene that a student position be added to the EMP project team.

ACTION ITEMS:

Question	Person(s) Responsible	Notes and Decision(s)	Next Steps
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DISCUSSION ITEMS:

Question	Person(s) Responsible	Notes and Next Steps
Campus Climate Survey. Overview of the campus climate survey and why one is being conducted. What input do you have on the survey?	Adam Karp and Chris Olson	The Research Office plans to conduct an "Institutional Campus Climate Survey." Most climate surveys are broad tools that look at general perceptions on campus in a wide variety of ways. Typically, surveys are sent to students as well as employees. "Campus climate" can be defined as "the current attitudes, behaviors, and standards of faculty, staff, administrators and students concerning the level of respect for individual needs, abilities and potential." It refers to the general atmosphere experienced by students and employees, including their sense of belonging, safety, community, whether they feel valued and treated fairly, treated with respect and without discrimination. The data from the survey will help us build a student-centered environment and will inform campus safety practices, the Educational Master Plan, institutional equity practices, efforts to reduce disproportionate impact, facilities management, our strategic plan, and more. We hope the campus climate survey will help us measure the institution's progress towards the goals identified in our strategic plan. We will also use the data to prepare for our upcoming accreditation visit. Typically, campus climate surveys are conducted every other year, so during a 7-year accreditation cycle we would collect 3 data points. Our goal is to develop and administer the survey this semester and then every other Fall semester going forward. It will be important to develop the campus climate survey in conjunction with the DI project team so that the data is useful for them. The Research Office has developed a draft of the categories we may include in the survey. Question for the council: are we on the right track with these categories? Any comments or feedback? Questions/comments from council: Consider asking Weave for input on sexual misconduct questions. Q. How will the questions be vetted once developed? A. There will be a lot of input on the front end from groups like the DI project team, affinity groups, Weave, etc. Then a draft could be sent back to those folks for additional input. Q. How long do we expect the survey to take? A. 45-50 mins. Comment: consider including questions about operating procedures/policies/business practices. For students, to assess the ease/difficulty of accomplishing tasks such as registering for classes. For employees, things like business office practices, travel authorization, requisitions, etc. Q. Will the survey participants be asked if they'd like to also participate in a focus group? A. We could certainly do that and it would be helpful to get in-depth follow up in certain areas, such as equity/discrimination/social justice. Q. What is meant by "Student Motivation and Responsibility?" A. Some colleges asked questions of students to assess the extent to which they understand their role in their success, such as the need to drop classes if they decide not to take them. Q. Will there be any open-ended questions or opportunity to share comments? A. There probably will be some open-ended questions, but a minimal number. Comment: consider drafting a letter to area deans and department chairs explaining the importance of this survey, so that they can answer questions from faculty/encourage them to participate. Q. How will the data gathered in this survey be shared with the institution? What will be the timeline for sharing out? A. This is important to establish and the answers will be forthcoming. The survey will be sent to all employees and a stratified random sample of students. The students will be surveyed during class. We would like to get 1000-1200 student responses for statistical reliability and in order to ensure a representative sample.

ITEMS FOR FUTURE CONSIDERATION:

Topic	Contact Person