

# Student Success Council

## Meeting Notes

**NAME OF COUNCIL/TEAM:** Student Success Council

**OBJECTIVE OF MEETING:** Placeholder

**DATE:** 05/02/2023  
**TIME:** 1:00pm

**LOCATION/ROOM #:**  
<https://lrccd.zoom.us/j/99419487724>  
**CALL-IN NUMBER:** 1 669 900 6833  
**CALL-IN CODE:** 994 1948 7724

**FACILITATOR(S):** Derrick Booth and Marianne Harris

**TIMEKEEPER:**

**ASSISTANT:** Mary Goodall

**MEMBERS PRESENT:** Eliza Arata, Sharon Gott, Marianne Harris, Kim Herrell, Arthur Jenkins, Allyson Joye, Veronica Lopez, Caroline Prieto, Tera Reynolds, David Shrope-Austin, Nimo Ali, Mary Goodall, Jennifer Laflam, Nicole Porter, Jeff Stephenson,

**SUPPORTING RESOURCES (ITEMS READ IN PREPARATION FOR AND/OR BROUGHT TO MEETING):**

**UPDATES AND BRIEF REPORTS:**

Topic	Person(s) Responsible	Notes
Welcome	Marianne Harris	

**ACTION ITEMS:**

Question	Person(s) Responsible	Notes and Decision(s)	Next Steps

**DISCUSSION ITEMS:**

Question	Person(s) Responsible	Notes and Next Steps
		<ul style="list-style-type: none"> <li>- There have already been over 300 Anti-Gay Bills in the US this year, more than the entire year last year</li> <li>- 20 states have introduced "Don't say Gay" laws</li> <li>- Locally: Curtis Park Drag Story Hour interrupted by armed Proud Boys (April 23)</li> <li>- Graffiti on campus</li> </ul> <p>Students are feeling the stress of these aggressions</p> <ul style="list-style-type: none"> <li>- 28% drop out before completion (national rates but likely similar to ARC)</li> </ul> <p>Upcoming events: Lavender Graduation; Name change clinic; HIV/PrEP clinic; Pride Prom</p> <ul style="list-style-type: none"> <li>- Learning Community classes</li> <li>- Difficulty building learning community when there is not a box to mark when students join college</li> <li>- The Districtwide VP's group is asking DO to release info for LGBTQIA+ students to find them, help them, retain them</li> </ul>

PRIDE (1:00) The following were provided as potential areas of focus for the presentation: Program Overview Successes - Institutional - Programmatic Challenges Encountered - Barriers students encounter - Programmatic barriers Supports Needed - Student - Program

David Austin

Future Plans:  
 - Weekly online pride chat group  
 - Online asynchronous "safe space" course for staff and faculty  
 - Pride prom and graduation will be live next year  
 - David's bringing safe space training to CTL as regularly occurring event

Challenges:  
 - Campus climate (it's not great. Students come with: harassment, dead naming (when someone insists on using name on birth certificate; often happens to trans students—creates a dysphoric experience).

Recommendations:  
 - Develop ways of identifying students so we can retain them  
 A new campus climate and safe space training  
 - Jen is working on new campus climate survey

Council Questions:  
 - Q. Are there ways to request student identifying data through CCC apply?  
 - A. PRIDE doesn't have access but Jeff is working with District to secure access).

Slides are attached for further understanding

Umoja Sakhu & Black Student Success Center (1:30-2:10) The following were provided as potential areas of focus for the presentation: Program Overview Successes - Institutional - Programmatic Challenges Encountered - Barriers students encounter - Programmatic barriers Supports Needed - Student - Program

Kim Herrell & Tera Reynolds

Umoja  
 - Culturally relevant programs for students of African descent  
 - Dedicated Umoja Sakhu counselors  
 - Field trips to events and universities  
 - Tutoring, safe space, community  
 - Assisting with student barriers  
 - 10-11 classes will be offered in the fall

Student Barriers  
 - financial needs (book voucher); housing; transportation (car repairs, bus schedules); emergency funds, technology; tutoring; temporary employment; dedicated financial aid liaison

Challenges  
 - continuity in staffing (Kim Herrell has a reduce schedule but is also supporting other learning communities; none of the newly hired adjunct counselors are Black.

BSSC  
 - a physical space (w/an online presence); Umoja, Black Student Union, Blackademics (w/2600 students enrolled in its Canvas shell) are some it's programs

- Needs for the programs: Counselors, SPAs, tutors, equipment, funds for travel and

	<p>meetings</p> <p>Council Questions:</p> <ul style="list-style-type: none"> <li>- Q. How can student success be supportive in the work being done? -</li> <li>Q. As a committee member, how can we support these communities moving forward?</li> <li>- Q. What can we do as a group to better support some of these programs?</li> </ul> <p>Slides are attached for further understanding</p>
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<p>Prison and Reentry Education Program &amp; Rising Scholars (2:10) The following were provided as potential areas of focus for the presentation: Program Overview Successes - Institutional - Programmatic Challenges Encountered - Barriers students encounter - Programmatic barriers Supports Needed - Student - Program</p>	<ul style="list-style-type: none"> <li>- 95,000 Incarcerated in prisons, 60,000 in jails</li> <li>- 95% of incarcerated people will come home</li> <li>- 405k people are on post-release or court mandated supervision (2018)</li> <li>- 8 million Californians are living w/an arrest or conviction record</li> </ul> <p>Critical questions posed by students:</p> <p>Who could we become if...</p> <ul style="list-style-type: none"> <li>- we had access to...?</li> <li>- read an excerpt from...?</li> </ul> <p>Who would our next version of identity be if we had these supports?</p> <p>Critical question for ARC:</p> <p>Who could we [the college] become as advocates of this program and what does it mean for our shared ___?</p> <p>Effectiveness of program:</p> <p>60-65% recidivism w/o vs 1.9% rate with</p> <ul style="list-style-type: none"> <li>- SB 1391 CDCR working with CCC Chancellor's office to provide face-to-face instruction</li> <li>- Prop 57 provides time off sentence for units/degrees (which provides taxpayer savings)</li> <li>- Los Rios works with Mule Creek and Folsom men's prisons, appx 900 students</li> </ul> <p>Needs:</p> <ul style="list-style-type: none"> <li>- better access to enrollment; financial aid; technology (have access to intranet but not internet); clear access to f2f and holistic counseling where ed plans are provided</li> </ul> <p>Courses taught in the prison by ARC faculty:</p> <ul style="list-style-type: none"> <li>- Stats 300 e/support class</li> <li>- BIO 352</li> </ul> <p>Courses needed:</p> <ul style="list-style-type: none"> <li>- Communications</li> <li>- Science w/lab</li> <li>- Psychology</li> <li>- Ethnic Studies</li> <li>- ASL/Spanish</li> <li>- Social Work/Human Services</li> <li>- Accounting</li> <li>- Economics</li> </ul>
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Mariko Peshon McGarry & Veronica Lopez

	<p>Outreach Efforts</p> <ul style="list-style-type: none"> <li>- Connecting students w/campus visits</li> <li>- Lake Tahoe CC offers a Soc degree to juvenile students who can transfer to Sac State</li> </ul> <p>Student Concerns/Needs:</p> <ul style="list-style-type: none"> <li>- paper applications (enrollment and financial aid)</li> <li>- someone in Admissions &amp; Records, and Fin Aid to learn about and address unique challenges</li> <li>- walk-in counselor appointments</li> <li>- housing resources</li> <li>- dedicated counselor</li> <li>- the more times we make students come to campus, the less likely it is they'll do it.</li> </ul> <p>Resources - documentaries</p> <ul style="list-style-type: none"> <li>- "The Pushouts"</li> <li>- Life after Life</li> </ul> <p>Council Questions:</p> <ul style="list-style-type: none"> <li>- Q. Is a pathway being explore to bring counseling to students who are incarcerated?</li> <li>- A. We are looking for someone interested in support students in this way.</li> </ul> <p>Slides and other programs/plans are attached for further understanding</p>
SEM II (2:40)	<p>- The Lead went over the revised charter to re-establish the Project Team</p> <p>Purpose</p> <ul style="list-style-type: none"> <li>-to take a critical look at how enrollment is managed:</li> <li>- allocation of FTEF; determine which divisions and offer classes to meet demand to support students w/resources when/where they want to take classes</li> <li>- make sure success of programs adopted is verified; sandboxing systems to come up with better methods</li> <li>- provide classes at times/modalities that serve students</li> <li>- to design schedules that support success of students of DI populations</li> </ul> <p>Questions/Suggestion:</p> <ul style="list-style-type: none"> <li>- Want to redefine membership (esp. as it relates to the role of HSI Coordinator/Lead)?LatinX representation?</li> <li>Will ask at ELT.</li> <li>- perspective of DI representation is missing</li> <li>- Critical to schedule for "keystone" courses: when students take these courses and do well, it snowballs (ethnic studies is one of those departments), so include representation from that department on the list</li> <li>- Unite Center folks should also be included</li> </ul> <p>Adam Windham</p>

Campus Climate Survey In academic year 2021-22, the District Research Council was asked by the LRCCD Board of Trustees to develop and administer a Student Campus Climate survey with a focused lens on equity. One survey was developed, and it was administered at each college. Because of the low response rate, these reports were written from a district lens and not an individual college lens. The number of participants was high enough to report the data at the district level. The attached report looks at the average mean for responses for the aggregated 'theme' areas of the survey. Purpose: To raise awareness about the climate survey so that: 1) constituencies know the ARC Research Office has climate survey data we can possibly analyze to address specific questions, 2) we can build a culture around this survey to increase student participation in the future. Attachment: Climate Survey

Jen Laflam

Context:  
Survey was developed at Board's request; led by district research office and implemented at each college.

Participation rate was low (400 ARC students), 1100 overall.

Results:  
- No college specific data analyzed; not able to share disaggregated data at this point.  
- Different constituencies asked to input into next survey (e.g. purpose of survey, and questions included -- this survey didn't ask questions about students' online experience) so quality was a concern.

Questions:  
Q. Will the next survey be district driven?  
A. Jen will work w/BJ to see if district will lead next efforts

Q. How often will surveys be administered?  
A. Every 1-3 years?

Q. Is it possible to include questions about meta-majors (HomeBases)? How much do students understand about HB; where do they find info about HB; what's their knowledge about HBs?  
A. Jen recommends a HB specific survey

Q. Was there a breakdown of the pool surveyed?  
A. Multi-race group was low. Have to be careful about conclusions made; validity is affected.

Q. Are there other means of surveying students beside email pushout? There may be over representation of students who are engaged.

Q. Were surveys offered in the online classroom?  
A. Yes, but during SP 2022, that remote environment was wiped out and replicated in the online environment.

Q. Are student focus groups used to test the language before they're launched? Is there a way to test the survey on a random population of students, we may get some insight.  
A. 2018 survey did to go to some students (ASB, students serving on council, etc.), but 2022 did not.

Discussion:  
- Is it important to ARC to have a this survey be done every couple of years?

- Information from what some groups wanted to know came too late  
- This needs to be asked before survey is built

**ITEMS FOR FUTURE CONSIDERATION:**

<b>Topic</b>	<b>Contact Person</b>
We want to hear from you! If you haven't completed the "Questions, Feedback, & Topics for Next Year" form, please add your responses -- you can access the form through the link below: <a href="https://forms.gle/ycWVBgsZdfKP8BDE9">https://forms.gle/ycWVBgsZdfKP8BDE9</a>	Marianne Harris