Minutes

Committee Name: SSSP
Date: 2/3/21
Time: 12:30-2:30PM
Location: Zoom
Present: Heather Ostash, Julie Cornett, Tyson Huffman, Michelle Stricker, Ben Beshwate, Chad Houck, Christine Small, Corey Marvin, Dean Bernsten, Deanna Campbell, Fabian Meneses, John Elder, Katie Bachman, Laura Vasquez, Lisa Stephens, Pam Campbell, Rebecca Pang, Ryan Khamkongsay, Steve Rogers, Vivian Baker, Noa Lish, Missy Gross

I. **Call to Order**
    A.   12:30PM by VP Ostash
II. **Approval of Agenda**
    A.   No change
III. **Approval of Minutes**
    A.   No change
IV. **Guided Pathways**
- Section 2
    o C. Special Supports Provided-Math
        - Scale at progress
        - Steve: We're almost at scale, but need more supports
            - Math has co-requisites built in, can take lower course if they don't feel prepared
            - Chad: stats has lab built in too
        - Math labs offered too
    o D. Special Supports Provided-English
        - Scale at progress
        - Tutors embedded in majority of gateway courses
        - Early alerts used
        - 101/S course
            - Chad: we're looking at how to do this online
                o Not offered in the prison, higher rate of success there
        - ESCC does not schedule other courses on top of English or Math
            - ESCC ENGL and MATH lab faculty go to the ENGL and MATH courses during the first week of the semester (and now w/COVID they are emailing ESCC students in ENGL/MATH) to introduce themselves and schedule regular meetings.
            - COLL 102 is required for all 1st semester students on scholarship at ESCC; COLL 102 is also offered just before the ENGL class fall semesters as is LIBR C100. Counselors try to put all 1st semester students in ENGL, MATH, COLL, LIBR their first semester.

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- - - Also, all ESCC scholarship students are required to check in with LRC/ENGL or MATH labs weekly to build rapport and familiarize students with intensive support.
    - Non-direct matriculants a very important group – may need no-fear or fear reduction campaigns
  - E. Intensive Support for Poorly-Prepared
    - Planning to scale
    - Corey: Seems like we have very successful early alerts
      - Christine agrees, but it's not systemic
      - Vivian: is there data on its success?
        - Christine: yes, GPAs increasing etc. Early alerts seem to lead to positive outcomes
      - Are faculty required to use early alerts? No
        - Students still need luck to end up in a course where the instructor uses early alerts, as not every instructor does
    - Chad asks what is considered intensive support
    - Tyson likes the idea of a Student Success Syllabus
      - Seems like a popular idea among group
      - Fabian: Covid forced us to create a student resource list - we each had our own list. We need to make this systemic - and having a student success syllabus would be great or getting invited to present in courses
        - This would help also our adjunct faculty
    - Michelle: Sounds like CFIT is coming.
      - CFIT Makeup:
        - Student
        - CTE faculty member (co-chair)
        - Letters and Sciences faculty member
        - Counseling faculty member
        - Faculty chair (if not one of the above)
        - Job Development Specialist
        - Web Content Specialist/Programmer
        - CTE Dean
        - Vice President, Instruction (co-chair)
      - Charge: "To make recommendations about the better presenting, linking, or embedding of career information for students on program pages on the college website so that it is more accessible and more useful to both prospective and current students. The task might encompass ancillary resources such as outreach print materials, links inside Canvas, or expansion/integration of the Career Center website. The group might engage in researching what other community colleges do, investigating the career technology currently being used (Career Coach and Jobspeaker), surveying or running focus groups with students, exploring career inventory best practices, among others."

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- o Equity Considerations for Section 2
  - What do our dual enrollment students have access to?
  - How are we developing pathways?
  - Is there a way to leverage dual enrollment?
- Section 3 – Keeping on the Path
  - o A. Advisors Monitor Progress
    - Not systematic
    - Fabian points out that we do well with particular populations (ACCESS, Athletes, etc)
      - Chad: We have the tools, but it's a matter of students falling out of particular populations
        - o Students can go all the way through a program without ever meeting with a counselor or advisor
    - This question more about case management
      - How do we identify students who may be off-path?
      - Do departments define where off-path is?
    - Momentum points by pathway – 2 types
      - All students/programs – "We know if you register on-time, you do better"
      - Specific to pathway/program – Math for STEM majors
    - Some sort of success team –more than curricular-based, but about wrap-around approach
    - Michelle thinks this is the point where we are now. Will take much determining to complete this. A team should be created-must be cross-functional
  - o B. Students can easily see where they are
    - Not systematic?
    - Counselors don't own the education plan – the student does
    - Faculty should be able to see at least if a student has a long term education plan
    - Working to get this added to Navigate
      - Navigate still has some technical limitations for this, but it's being worked on
- Section 4
  - o Gets at the SLO>PLO>GELO linkages, beyond to career goals
  - o SLO Coordinator or Outcomes Committee to be consulted?
  - o Should more faculty be consulted for this section?

V. **Review Action Items**
VI. **Future Agenda Items**
VII. **Future Meeting Dates**
- **2/24/2021**
- **3/24/2021**
- **4/21/2021**
- **5/5/2021**

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VIII.   **Adjournment @ 2:30**

Meeting Chair: Heather Ostash and Julie Cornett
Recorder: Tanner Barnett