



# Minutes

**Committee Name: SSSP**

**Date: 2/24/2021**

**Time: 12:30-2:30PM**

**Location: Zoom**

**Present: Heather Ostash, Julie Cornett, Ben Beshwate, Chad Houck, Dean Bernsten, Fabian Meneses, Laura Vasquez, Lisa Stephens, Pam Campbell, Rebecca Pang, Ryan Khamkongsay, Tyson Huffman, Christine Small, Missy Gross, Steve Rogers, Katie Bachman, Tanner Barnett**

## **I. Call to Order**

- A. 12:30PM by VP Ostash

## **II. Approval of Agenda**

## **III. Approval of Minutes**

## **IV. Clarification on Previous SOAA Discussion – Michelle Stricker**

- Julie was reporting out on SOAA, Ben had written a quote about behavior modifications
  - Ben clarification on what is meant by Behavior Modification?
    - Met with CCA leadership, and from content of discussions etc, we agreed that we'd ask to have a designated union rep sit on SSSP to help with clarity
  - Michelle: When speaking on Pillar 3, it will be referred to as "guided part of Guided pathways" Looking for behaviors in students that will help us to make guided changes to policies or procedures. When we look at registration, and if we say early reg is important and the behavior we want to change is students registering late, then we make changes to alter that behavior to lead them to register sooner
  - Ben believes it to be beneficial to incorporate a union rep
    - Academic freedom, faculty compensation
    - Discussions have had that have implications on a student's academic freedom. Is this Guided Pathways or is this Forced Pathways?
  - Michelle is available for clarification or questions
    - Ben expresses interest in the information on the statewide student senate

## **V. Final Input on SOAA**

- Pillar 4
  - Practice A
    - Scaling in progress
    - All programs have identified PLOs and are aligned with AS-T and AA-Ts
    - Accreditation and CCCC different, but some overlap here
    - We currently cannot disaggregate PLO data by sub-populations
      - Child Development reviews PLO data per course
    - Next steps identified in NOVA document in CC SSSP SharePoint Group
    - Julie: When we developed PLOs we reviewed existing programs, not so much developing them thinking beyond the current program into transfer/career
      - Corey: On CTE side, there are constant advisory committee meetings on the relevance of outcomes in certain programs. On L&S, most are set for transfer model curriculum

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- Vivian: For the most part, our programs represent what skills one would have learned upon completion
- Practice B
  - Planning to scale
  - Another Accreditation standard/CCCCO crossover here
  - We recently brought some courses through to update verbs in SLOs to be more designed for critical thinking
  - Mentions College ILOs as well, trying to determine a way to get a report out on this (thinking critically, communicating effectively, information competency, responsible citizenship)
  - What does at scale look like? Many faculty members have strategies for active and applied learning already in place
  - Tyson: Through guided pathways, there have always been trends with each pillar. Are there any trends with pillar 4?
    - Trend seems to be the last place that colleges have reached, a lot of front-end work was needed, but now many schools are landing in pillar 4
    - Likely will be state-wide opportunities coming soon for info/exploration on this pillar
  - Vivian: Seems like we're just putting a label on it and calling it good, but could be more than Planning to Scale
    - Capture what's happening across the college
    - Inquiry into where we are on this scale/pillar as a whole
  - Corey: Faculty are effective in different ways. There is no one-size-fits-all sort of approach to active and applied learning. Active and applied learning is also only just one way to approach instruction. Some can gain more from a great lecturer.
  - Noa: We have student learning outcomes, how do we measure those?
    - Vivian- Simple answer: Students should be more involved
    - Faculty have evidence: papers, assignments, tests, etc, but there is no wrap-around where faculty round back on that with students individually
    - There should be collaboration among faculty on norming courses across faculty departments
- Practice C
  - Not systematic
  - Last question on steroids, broken out into specific types of experiential learning (internships, etc)
  - Vivian: probably more that exists than meets the eye
    - Need to capture what's happening across the college
    - Create opportunity to expand

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- Corey: The intent may have been not that everyone has to do it, but more along the lines of being open to these experiential learning examples if they fit into the program appropriately
- Practice D
  - Scaling in progress
  - Another Accreditation/CCCCO overlap
  - Missing is the ability to disaggregate outcomes assessment data by sub-populations for fuller equity considerations
  - Why not at scale?
    - Vivian: the disaggregation is more for accreditation, so I would say At Scale
    - Corey agrees
    - Heather, Julie agree
  - Will move to At Scale and reflect next steps for disaggregation
- Practice E
  - Scaling in progress
  - Corey: we are at scale on this, at least on the basic level
    - Through our AUP process, outcomes assessment is tied to program review and professional development directly
  - Move to At Scale and reflect next steps
  - Noa: Evaluations are complicated. Is there a way we can phrase evaluations to better assess whether students themselves feel that SLOs are being met
    - Julie: is there a student on the outcomes assessment committee? Could be explored there
    - Vivian: some faculty already do these sort of assessments as the courses progress
  - Heather to work with Professional Development to capture what is happening reliably
- Practice F
  - Not systematic
  - Tyson: perhaps this pillar should be taken to academic senate, so faculty can work out a plan
  - A CFIT to look into this and gather more input
    - Fabian: what about adjuncts too?
      - Ben: committee membership is not required for adjunct, so you'd have to pay them to get them more than likely
    - Julie: Perhaps the faculty inquiry group structure instead of a CFIT
- Practice G
  - Not systematic
  - CCSSSE does not work for us, very expensive and didn't get a lot of actionable info from it

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- We have developed our own surveys along with IR, every two years a comprehensive Student Experience Survey and annually at the point of graduation
  - Missed graduation survey in Spring 2020
- Could be something of a point of inquiry to review all survey tools that we use, and how effective are they? Group could engage with IR
  - Also need to review student experience of climate of the college
- What do we reflect here?
  - Inquiry of what our surveying looks like and where it all goes
  - Define what outcomes we want, map questions out from there
- Results inform targeted professional development for the College
- Questions from UCSB:
- 1. How often did you meet with your counselor to talk about college options?
  2. What piece of advice did a counselor give you that "stuck" with you?
  3. What are some alternative ways to getting information to students?
  4. When I talk to a student and give advice that contradicts what their parents say, who do you listen to?
  5. Did you read the emails your counselor sent to you with college updates?
  6. What do you wish your counselor had told you about college?
  7. Our counselors are doing a lot of class presentations, which takes time away from their ability to work one on one with students, BUT gives more students access to information like going over A-G reqs, course scheduling, how to read your transcript, etc. Did your counselors do any of these type of info presentations, and did you find them helpful?
  8. Is there college transition advice you wish your counselor had given you?
  9. Would you like for your counselor to start talking to you about college during your junior year or senior year? What type of information would you like?
  10. What do you wish you had done for your college search that your counselor may or may not have encouraged?
  11. Speaking on being receptive, how do you think your counselor could have made college information more receptive to you and your school as a whole?

## VI. CFIT Updates

- New CFIT
  - 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),

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surveying or running focus groups with students, exploring career inventory best practices, among others."

- Membership:
  - 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)

**VII. Chart Priorities for remainder of Spring 2021**

**VIII. Future Action Items**

**IX. Future Agenda Items**

**X. Future Meeting Dates**

- 3/24/2021
- 4/21/2021
- 5/5/2021

**XI. Adjournment @ 2:30**

Meeting Chair: Heather Ostash and Julie Cornett

Recorder: Tanner Barnett