

Student Services Planning Council



SSPC Meeting Minutes

Date: October 21, 2022

Time: 8:30-11:00 am

Location: Join Zoom Meeting <https://smccd.zoom.us/j/94950753901> or 3-104

Item	Presenter	Time (minutes)
------	-----------	----------------

I. Call to Order

Time Keeper – Sarah Cortez (until 9:30) / Maria Huning

Please call time (verbally, chat, or via zoom time app) at the intervals of 5 mins, 1 min, 30 seconds and time [Check out this video link on how to do timekeeper easily on Zoom!](#)

II. Roll Call

Quorum=14

Adolfo Leiva	(SparkPoint)	Goal 1.1
Aricka Bueno	(Faculty)	Goal 1.1
Bettina Lee	(Wellness Center)	Goal 3.3
Bob Haick	(Career Center)	Goal 3.3
Danielle Pelletier	(Faculty)	Goal 1.1 Chair
David Vera	(Financial Aid)	Goal 1.1
Eshton Liu	(Student Senate Rep)	Goal 3.3
Kathy Kohut	(International Student)	Goal 2.11
Lorraine Barrales-Ramirez (EOPS, CARE, CAIWORKs, FYSI)		Goal 1.14 and Goal 3.2
Manuel A. Pérez	(VPSS)	Support all goals as SSPC Co-Chair
Maria Huning	(TRIO)	Goal 3.2 Chair
Maria Lara	(Admission & Records)	Goal 1.1
Mary Ho	(Post-Secondary Success)	Goal 2.12
Max Hartman	(Counseling Dean)	Goal 1.1 and Goal 1.14
Mayra Arellano	(Promise)	Goal 3.2 Chair
Michiko Kealoha	(Student Life)	Support all goals as SSPC Co-Chair
Nimsi Garcia	(Dream Center)	Goal 2.11 Chair and Goal 3.2
Olivia Cortez-Figueroa (College Recruiter)		Goal 3.1 Chair and Goal a3.2
Sarah Cortez	(Welcome Center)	Goal 1.1
Soraya Sohrabi	(Transfer)	Goal 2.1
Wissem Bennani	(SS Dean)	Goal 1.1
Yesenia Mercado	(Classified Rep)	

Guests:

Karen Engel

Jinmei Lun

Gloria Darafshi

Chantal Sosa

III. Adoption of the Agenda

Michiko Kealoha 2

Mary Ho motions to approve the agenda for October 21, 2022
Kathy Kohut seconds the motion
Approved unanimously by all those in attendance

IV. Approval of the Minutes

Michiko Kealoha 2

Sarah Cortez motions to approve the agenda for September 24, 2022
David Vera seconds the motion
Approved unanimously by all those in attendance

V. Reports

a. “Why” We Do What We Do – 2.0

Danielle Pelletier 2

To ground our meeting and remind us why we do antiracism and justice-centered work, an SSPC member shares their “Why” – an uplifting (or challenging) experience (small or big) working with Student Services that reminds them why they do this work.

Why I do what I do? Right at the beginning of the semester I came up to my office to start my day and to get ready for class and I had a student there who worked with me the summer of 2015 or 2017. The student said to me, “Professor, I’ve been waiting for you for an hour”. I was happy to see her, although, we didn’t have an appointment. It turns out that she graduated and had her certificate/diploma for nursing and she said, “it all started with you in your class that summer”. She didn’t think she could do it and I convinced her she could. We hugged! Here it is years and years later and she got what she wanted! That’s why I do what I do!

b. Department Reports

All

Thank you for sharing your department reports in the chat.

Career Center:

We had a great turnout for the Fall Job Fair on October 11th. We had 72 employers in attendance with 147 students visiting various employers the day of the event. In addition, we have had 21 employers in September and October so far hosting Virtual hiring & info Tabling sessions with 46 students attending those sessions with 20 more sessions coming up.

Bob Haick

DEAC (Distance Education) is currently going through program review. Regarding DE training for faculty, we're doing some focus group work with faculty to find out what they need. The big question is how can we as faculty get the TECH training we need along with discussion of PEDAGOGY in multi-modal / hybrid classes.

Danielle Pelletier

We had nearly 50 guests at the **DREAM Center** Open House! What a great center piece event during Cañada! Undocu-Week Day! It was great seeing so many staff, faculty administrators and, most importantly, students! The Dream Center looks forward to hosting more community building events in the future. A HUGE thanks to Nimsi for coordinating such a successful day long event (including a film screening in Kiran Malavade's evening class)

Adolfo Leiva

EOPS: Priority Registration Event on 11/2 and 11/3: we will have in-person and virtual assistance to register students for spring 2023. EOPS will stop accepting applications for fall 2022 at the end of October and will start taking applications for spring in November. We had our first Men of Color (MOC) support group meeting on Oct. 11. We plan to have another meeting in December before finals.

Lorraine Barrales-Ramirez

Financial Aid Office update: We are in the peak period of our outreach events. So far, we've completed 12 outreach events and most had a huge turnout. But, FAFSA was down for some of events :(Nevertheless, the team had a backup plan to help with the completion. We have 7 more outreach events for the month of October. Huge shout out to my team for helping out!

David Vera

FYSI: PinPoint Foundation augmented our grant for this year by \$3750 because they received additional funds and they decided to share that with their grantees. We facilitated a workshop at Flex Day: Making Equity Real: Supporting Students with Experience in Foster Care. Jilian has shared a blurb with faculty to add to their syllabus and/or Canvas to inform students about FYSI.

Lorraine Barrales-Ramirez

International Student Center: This week we hosted an International Transfer Fair, with international admissions reps from 10 CSU's. It was the first time we've had this kind of specialized CSU fair, and it went well. Next Wednesday 10/26, we're having a pumpkin carving activity for intl students and the Intercultural Club from 3-5 pm outside of Building 9. Come by and say hello!

Kathy Kohut

SparkPoint - Please inform your students about the Free Groceries Distribution on Tuesdays, 11am to 1pm in Lot 6. A big thanks to Nohemy Colin and our student assistants for all their tremendous work! — This is in addition to our Food Pantry, open Tuesdays, Wednesdays and Thursdays from 12pm to 4pm where we're serving over 180 families a week!

Adoolfo Leiva

Department Report - **Student Life:** We hosted our first in-person Indigenous People's Day, National Coming Out Day, and supported the Mural Workshop. We've made a video for the President's Luncheon to garner more Lyft finances and are prepping for Halloween and Dia de los Muertos. Operationally, to date, we've registered supported, and answered questions to 500+ students wanting support with Lyft and shuttles.

Michiko Kealoha

Study Abroad update: The first post-COVID semester program is in full swing in London right now with 19 students from the district. Applications for Spring 2023 in Florence are open through November 4. There are currently 25 SMCCCD students accepted. Paul Roscelli will be the professor.

Kathy Kohut

Transfer Center: On Tuesday, October 18th we had our first in-person Transfer Day in the Grove after 2 years. We had 40 universities from in-state and out of state universities in attendance. We also had about 250+ students participated in the event. The University representative feedback was that this was the best college fair they attended this season: great students' attendance, well prepared students, diverse students, good location and signage, and good food! Students' feedback was also great as they gathered very informative information and were happy that they attended!

The success of this event is due to the support from everyone who volunteered, faculty and staff who encourage and supported students to attend the event, ASCC, Marketing department, staff in the facility, and our campus community.

The UC and CSU application deadline is November 30th. We offer in-person and online workshops and drop-in hours in October and November. Please let students know we are here to support them with their transfer goal. Here is the link to workshop schedule:

<https://canadacollege.edu/transfercenter/workshopschedule.php>.

Soraya Sohrabi

In October **TRIO** had a workshop on how to use Student Voice on campus, a Tea Time on relaxation methods, and a Tea Time at the DREAM Center! Our next event is on Self Care on 11/15 at 2pm.

We are also looking for Interns for the OYE Latinx Youth conference. Please let your outstanding local students know! Due date for interest/applications is 10/31! Let me know if you have any questions or outstanding students to recommend!

Maria Huning

Welcome Center Update: Counseling appointments are available about a week out. Welcome Center is going to partner with the Retention specialist and have “Drop -In Registration Support” Starting November 16 Day sessions: Monday/Thursday: 11:30-1:30pm, Evening sessions: Tuesday/Wednesday: 4:30-6:30pm. In-person and zoom at the same time. More to come soon for this.

Sarah Cortez

VI. Standing Items

a. Planning and Budgeting Council

Maria Huning

3

Maria Huning is now our PBC representative.

We’ve had two PBC meetings since we’ve last met; October 5 & and October 19.

We heard more about Strategic Enrollment and how we’re building a Student First Core Schedule.

We heard a proposal from our Phi Theta Kappa and our ASCC Student Representative about a Child Care Center Task Force. PBC approved the Task Force to move forward.

Recommended members for the taskforce:

- Ludmila Prisecar = Administrative Representative
- Hyla Lacefield = Dean of Business, Design & Workforce
- Karen Pinkham = Facilities Representative
- Lorraine Barrales-Ramirez = Student Services Representative (EOPS)
- Kristina Brower = Faculty member, Early Childhood Education
- Jamie Hui = Program Services Coordinator & Instructor, Education & Human Development
- Maggie Barrientos = Coordinator, Childcare Services (College of San Mateo)
- Marie Mejia = Interim Director of Capital Projects
- Lesly Ta = Student Representative

On October 5 we had updates and information from our Equity and Anti-Racism summer and then on October 19 we heard a proposal from the Equity and Anti-Racism summer workgroup which is moving forward.

We also were presented with information from SEAP (Student Equity and Achievement Program) who will be coming to SSPC with more information.

b. Vice President of Student Services Updates

Manuel Pérez

3

We have a lot happening at Cañada.
The Dream Center had their Open House

We're rounding out LatinX and Pilipino Heritage Months and the Undocumented Student Week of Action. Please log on for our Coalition meeting later today.

We had Coming Out Day and programing related to Coming Out Day.
We have our first design workshop for our Mural Project this week and we'll have our second design workshop next week.

We were awarded two grants from the Department of Education in the last two weeks. We landed a grant in partnership with San Francisco State University for our Asian American, Native American, Pacific Islander serving institution side of the house. This is for the whole district. We also landed a Developing Hispanic Institution grant. These will both help us to expand our footprint in developing more extended pathways with specific focus.

We're entering Native American Heritage month and some programing we have with our Ohlone Tribal elders and the lead voices in the community.

c. Enrollment Services Committee Updates

Wissem Bennani

3

Automatic Transcript Evaluation began on October 14. Students will automatically receive messages from the CRM so they can submit their transcripts from other colleges at the time of admission versus the time of degree petition. ESC believes this will improve Counselor communication and the time to degree/certificate completion.

<https://smccd.edu/transcript/transcript%20evaluation%20process.php>

FAQ document for transcript evaluation:

<file:///C:/Users/bennaniw/Downloads/TES%20in%20the%20SSL%20for%20Counselors%20and%20Support%20Staff%2010%207%2022.pdf>

How does the CRM know a student has transcripts to be able to trigger this process? Is it based on what they put in their application? Yes, once the student inputs their information in CCCApply, the student will receive an automatic email.

At this time, it's taking 6 months for transcripts to be evaluated through the Automatic Transcript Evaluation.

The kick off meeting for Student Communication Texting is October 6 and October 11. The marketing teams are working on updating the SOP for the texting communication through the CRM.

We've had very successful semester with the 6 or fewer units. The program was approved two days before the semester began and 48 undocumented students paid resident tuition instead of

non-resident tuition. Instead of \$1,800 they only paid \$200. There are still a lot of questions so ESC is working on an FAQ. We want to have an FAQ for students and community members. Once this is completed, ESC will share it with everyone. The goal is to have this done before Priority Registration begins.

There is a workgroup working on FAQs for SB 893 and a guidance document. We want to be sure to offer the proper information to students and community members, as well as, staff and faculty.

d. Guided Pathways Updates

Mary Ho

3

Guided Pathways has not met since our last SSPC meetings so updates at this time

The first Advisory Committee meeting is scheduled for Tuesday, November 29, 2022 from 1:00-4:00. The committee membership has been updated and are now only meeting 4 times per year. This meeting will be posted to the Guided Pathways website.

VII. Special Presentations

a. COLTS-U

Gloria Darafshi & Mary Ho

5

▶ COLTS-U Transfer Station:

A Transfer and University Hub

- ❖ A one stop for students for all university information and transfer process
- ❖ Enhance strong transfer culture on campus
- ❖ Cultivate a sense of belonging among transfer students
- ❖ Unify and consolidate the transfer efforts
- ❖ Collaboration with the University representatives
- ❖ Greater availability to support students
- ❖ A center for transfer workshops and activities

▶ COLTS-U Transfer Station



COLTS-U Transfer Station:



For Students:

- Drop-in transfer counseling
- University information
- Transfer resources
- Transfer workshops (both virtual & in-person)
- University representatives
- Computer lab
- Student networking

For Staff & Faculty:

- University information
- Transfer resources
- University & transfer programs in-class and presentations & at events
- Strategic and intentional collaboration with instructional faculty

COLTS-U Transfer Station:

For Programs:

- University information
- Transfer resources
- Opportunity to collaborate with STEM, Honors Transfer Program, TRIO etc...
- Workshop space for campus programs
- Drop-in space for transfer activity

For Universities:

- University representatives drop-in office hours
- Collaboration on campus visits
- University partnerships



Staff

- ❖ Mary Ho, Director for Postsecondary Success and the University Center, hom@smccd.edu , Office: Building 9 - Room 106
- ❖ Soraya Sohrabi, Transfer Program and Services Supervisor/Counselor
sohrabi@smccd.edu
- ❖ Gloria Darafshi, Transfer Counselor and Articulation Officer
darafshi@smccd.edu Office: Building 9 - Room 127

VIII. Discussion

a. Student Services Huddle Overview

Manuel Pérez & Michiko Kealoha 10

The Huddle is an informal conversation and opportunity to build community and we'll have one or two talking moments at each Huddle.

Our last Huddle was on October 14 and the Huddles will happen every couple of months. Our next Huddle will be December 9, 12:00-1:30.

At our October 14 Huddle we talked about the outcomes from our Listening Sessions.

Overview

4 different sessions w/classified, faculty, and management participation

"If I had more time and more colleagues, I could really do more with students"

Themes
Peak wait times, staff/faculty scheduling, processes, and course scheduling

14 single-space pages of verbatim notes from all participants

"I think some of our students are waiting to the start of the semester to avoid challenges with payment and they get clarity just before; now with students doing everything online with add codes, it's not as easy in that students have to email the instructor for the add codes which sometimes causes delays - I was getting emails from students concerned that instructors had not yet responded and they are also very busy."

1 session dedicated exclusively to counselors

"I love, LOVE working with students and I don't want to give that up; in a perfect world, I want all classes back in person and on campus, but I don't think that's going to happen."

We talked about how often, what themes emerged, how the notes came forward, and quotes that anchored some of the feedback that we heard.

Below are some of the ideas that came forward:

- Extend weeknight and Saturday hours
- Eliminate or reduce wait times for students
- Peak time enhancements

What are your thoughts on these draft ideas? Let's unpack and debrief!

If we decide we want to work toward one of these ideas and we need additional resources, using Program Review would be beneficial.

Manuel and Michiko offer recommendation take 30 minutes from EMP workgroup time. We could work on this now.

Lorraine Barrales-Ramirez moves to take 30 minutes from item 8d. (EMP) to unpack item 8a (The Huddle).

Mayra Arellano seconds the motion

Motion approved by all those in attendance

Max motions to amend the motion to take the 30 minutes but not until after the 8b.
Danielle Pelletier and Mary Ho seconds the motion
Max rescinded the motion and amends it to take the 30 minutes at the end of the meeting

During the breakout sessions at 10:30, please review all the draft ideas in the Huddles
PowerPoint slides.

Comments:

- Having an ESL Counselor is super exciting! Yes! Thank you for prioritizing ESL students.
- YES to prioritizing ESL students and Undocumented students with dedicated Counselor support.
- We have the money for "no lines" (like yelp check in for a restaurant)

Group 1: Adolfo, Mary, Bob and Soraya

- Are staff willing to work during the peak hours and extended hours?
- Is there a budget for overtime?
- Do the dates suggested in November meet the needs for students?
- Suggest creating a greeting manual for students with not just text but photos and processes for any department. This could be sent to students prior to register or meet with a counselor.

Group 2 – Jinmei, Danielle, Wissem, Mayra, Michiko and Nimsi

- Managing the flow during peak times. Using QLess - <https://www.youtube.com/watch?v=JQznioj9INM>
- It's great to have a Spanish speaking counselor and welcome center staff but, if comfortable, Spanish speaking students can speak to any counselor or staff for help rather than waiting in line for a specific counselor or staff.
- Different language options would be great in the software to check students in

Group 3: David, Lorraine, Maria L. and Maria H.

- Move going forward for Fridays and Saturdays in November offering full spectrum of services and how that will look.
- We need counseling during these Fridays and Saturdays
- How about having a Friday and Saturday once a month rather than every week?
- Utilize other staff on campus that are used to working on Saturdays to help give breaks, etc.
- What is the context behind the late add statements?
- Not listed on the PowerPoint slides
 - Potential students that don't have G numbers yet can't see counselors so they can't apply
 - Returning students have to reapply. Can't make an appointment with a counselor until they've reapplied
 - Vaccination clearance takes a long time before clearing so they had to wait to register

Manuel on these items: stay tuned for the Board meeting on Oct. 26 when they will be discussing updating the vaccination policy

Regarding late add – trying to make it run smoother by collapsing registration steps, G number verifications, reviews, eliminating wait times

We will bring this back to our November SSPC meeting so be ready with additional feedback.

b. Student Equity & Achievement (SEAP) Plan Review and Feedback

Manuel Pérez & Michiko Kealoha 10

Student Equity and Achievement Program (SEAP) Plan, 2022-2025

SEAP Plan Writing Group: Alex Claxton, Karen Engel, Alison Field, Max Hartman, Mary Ho, Manuel Alejandro Pérez, Ludmila Prisecar, and David Reed

EMP Goal #2: Equity-Minded and Antiracist College Culture

Cañada College transforms its culture to be equity-minded and antiracist.

Our teaching, learning, and services create a sense of belonging among all community members so they are able to recognize that their unique selves are valued, express themselves fully, and thrive.

Our educational practices reflect the fundamental importance of individualized learning experiences, the shared building of knowledge, and promoting social justice at Cañada College.

EMP Goal #2: Equity-Minded and Antiracist College Culture

Cañada College transforms its culture to be equity-minded and antiracist.

Our teaching, learning, and services create a sense of belonging among all community members so they are able to recognize that their unique selves are valued, express themselves fully, and thrive.

Our educational practices reflect the fundamental importance of individualized learning experiences, the shared building of knowledge, and promoting social justice at Cañada College.

Overview: Student Equity and Achievement (SEA) Program

What is it?

- State Chancellor's Office Program established in 2018
 - Student Equity + Basic Skills + Student Services and Support
- Cañada receives SEAP funds each year
- SEA Program Plan is submitted every 3 years
 - Aligns with Guided Pathways and Vision for Success Goals

What is it not?

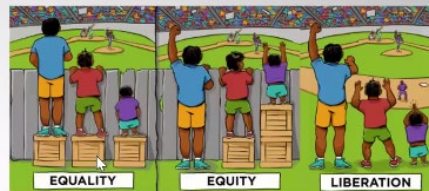
- The SEA Program Plan is not everything we want to do/accomplish when it comes to equity (and antiracism).

Current Planning Cycle: SEAP Plan, 2022-2025

Who: ACES & SEAP Writing Group

Timeline: Due Nov. 30.

What's new / different from last time?



- Last plan: 23 pages; this plan: 2500 characters per entry
- USC Center for Urban Education (CUE) review:
 - Race-conscious
 - Engage instructional faculty / focus on classroom
 - Focus on equity assets

CUE Review Recommendations: Equity Assets

- Structures
- Programs
- Policies
- Personnel
- Capacity-Building: General
- Capacity-Building: Equity
- Culturally Relevant Curriculum

Clearly delineate different types of activities and goals (e.g. capacity-building, programs, etc...), rather than discussing numerous types of activities under the same goal. (CUE Review)

SEAP Metrics:

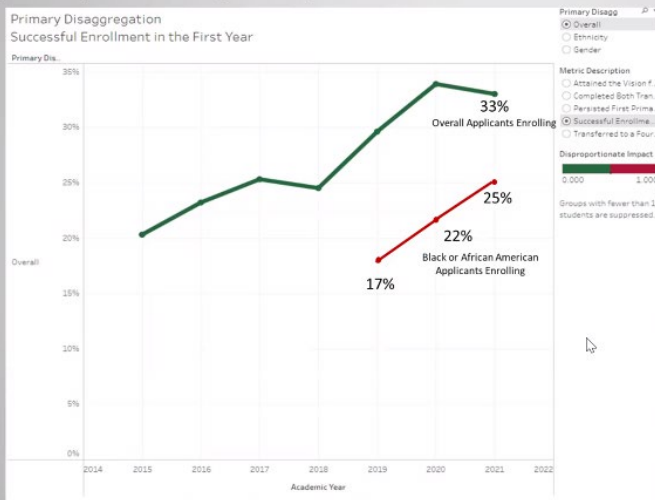
Student Outcome Metrics SEAP focuses on:	Disproportionately Impacted Student Population for each SEAP Metric (on which we could focus 2022-25)
Successful Enrollment in the first year	Black/African American Students
Completed Transfer Level English and Math in the first year	Hispanic/Latinx Students
Persistence: First Primary Term to Subsequent Primary Term	Filipino Students
Attained the Vision for Success Definition of Completion within three years	Hispanic/Latinx Male Students
Transferred to a Four-Year Institution within three years	Hispanic/Latinx Students

For each Metric & DI student group in the plan:

- Target Outcomes by year
- Structural Impediments
- Proposed changes: “process/policy/practice/culture”
- Target audience & Support needed

Metric 1: Successful Enrollment in the first year

(Leads: Mary Ho & Manuel Alejandro Pérez)



Definition:

Among all applicants who indicated an intent to enroll in the selected college in the selected year as a non-special admit student for the first time, the proportion of cohort students who enrolled in the same community college in the selected year.

Metric 1(Enrollment): Structural Impediments

What is the college's current process/policy/practice/culture that impedes equitable outcomes for this population?

- No interventions and programs that directly support Black/African American students except Umoja.
- Lack of qualitative data to understand our and Black/African American student experience.
- Financial barriers to enrollment (enrollment fees, cost of living, other basic needs, etc.)

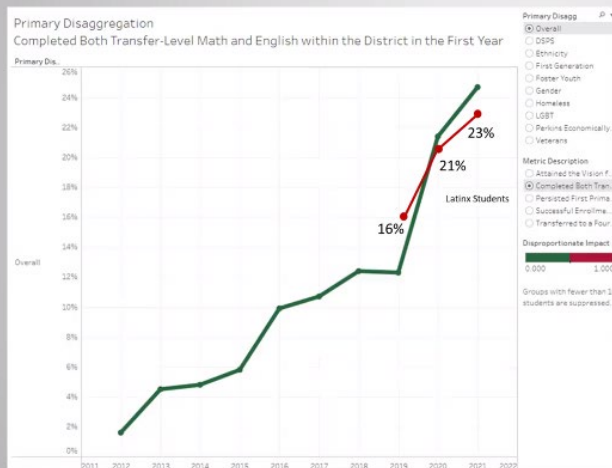
Metric 1 (Enrollment): Recommendations for Planning & Action

What equity-minded process/policy/practice/culture would facilitate a shift to equitable outcomes for this population?

- Implement regular qualitative and quantitative tools to capture the Black experience for students, faculty, staff, and administration at Cañada.
- Increase support and institutionalization of UMOJA program deliverables, strategies, and structure.
- Institutionalization of strategic plans for college outreach and recruitment of Black/African American students.
- Implementation of affinity groups for Black-African American faculty, staff, and administration.
- Implementation of Senate Bill 893 to address financial barriers by reducing and eliminating enrollment fees.

Metric 2: Completed Transfer-Level Math and English

(Lead: Karen Engel)



Definition:

Among students in the cohort, the proportion who completed both transfer-level math and English in their first academic year of credit enrollment within the district.

Metric 2 (Math & English): Recommendations for Planning & Action

What equity-minded process/policy/practice/culture would facilitate a shift to equitable outcomes for this population?

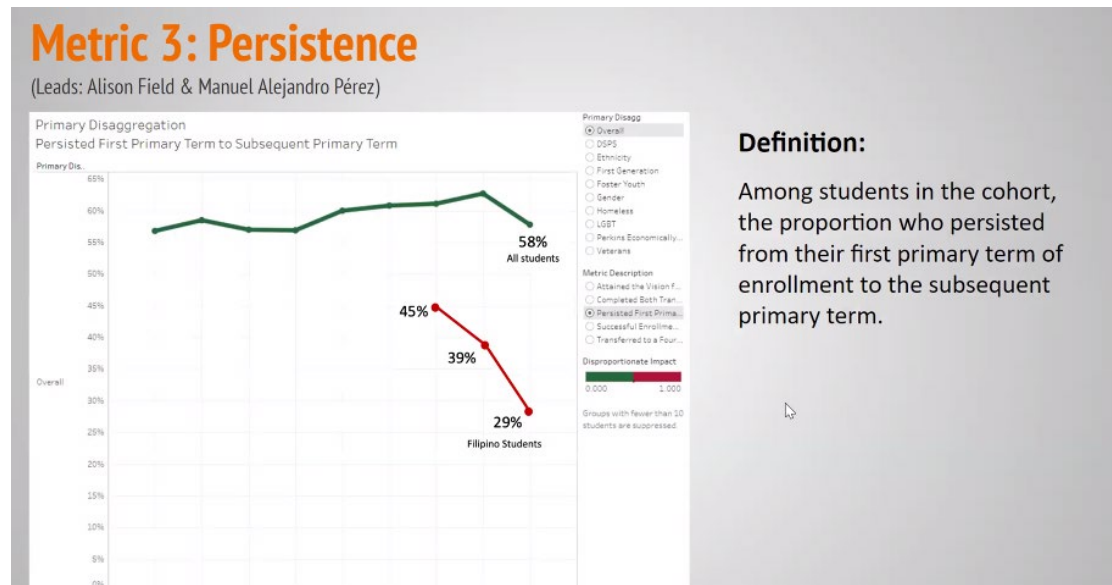
- Establish guidance for first-time students placed into co-requisite math and English to take one course at a time (but to start in their first term)
- Adjust ADT degree program maps to recommend taking one per term (most ADT's maps recommend taking both during the first term)
- Schedule Math 200/800 and English 105 to minimize creating conflicts with each other as well as other in-demand courses (GEs, etc) - MWF v. MW patterns or Hybrid
- Scale a variety of just-in-time academic supports: embedded tutors, instructional aides, workshops, additional support in the Writing Center and STEM Center in all (or most) sections of both the regular and co-requisite courses
- Provide additional, institutional resources and support for faculty teaching co-requisite courses

We will continue discussing this at our November meeting.

Can we review the notes from the discussion of SEAP at Flex Day? The notes will be shared with SSPC.

Maria Lara moves to add 3 minutes to the SEAP discussion
Maria Huning seconded
Motion approved by all those in attendance

With Metric 3, we're focusing on our Filipino students.



Metric 3 (Persistence): Structural Impediments

What is the college's current process/policy/practice/culture that impedes equitable outcomes for this population?

Filipino students:

- lack sufficient opportunities for community-building;
- are underrepresented in cultural programming;
- lack mentors & role models;
- lack access to affinity spaces / groups;
- lack cohort-type program & support;
- lack equity-minded, culturally relevant, curriculum;
- experience incidents of bias (stereotyping & microaggressions)

Metric 3 (Persistence): Recommendations for Planning & Action

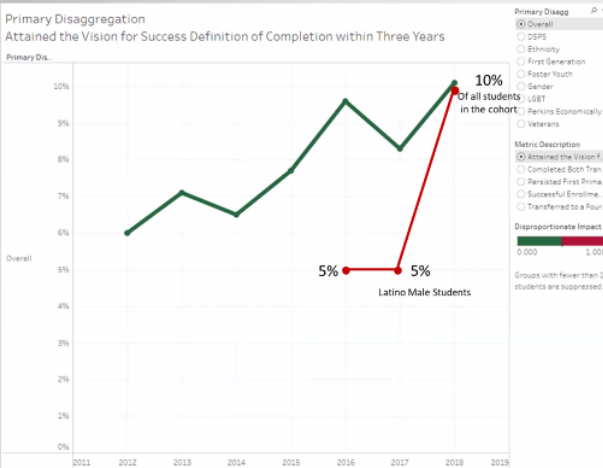
What equity-minded process/policy/practice/culture would facilitate a shift to equitable outcomes for this population?

- Cultural Center programming & affinity group / space development.
- Hire and train a diverse team of student ambassadors or mentors to support the Cultural Center.
- Consider adoption of a cohort program (Kababayan program @ Skyline).
- Professional learning: equity-minded and culturally relevant curriculum development.
- Professional learning: implicit bias and microaggressions.

With Metric 4, we're focusing on our Hispanic male students.

Metric 4: Completion

(Lead: Alex Claxton)



Definition:

Among students in the cohort, the unduplicated count of students who earned one or more of the following: Chancellor's Office approved certificate, associate degree, and/or CCC baccalaureate degree, and had an enrollment in the selected year in the district that they earned the award within 3, 4, or 6 years.

Metric 4 (Completion): Structural Impediments

What is the college's current process/policy/practice/culture that impedes equitable outcomes for this population?

- Schedule of Courses, Schedule Conflicts, Single Section Courses
- Access to the physical campus and resources to access courses online
- CE Award options
- Some College, No degree

Metric 4 (Completion): Recommendations for Planning & Action

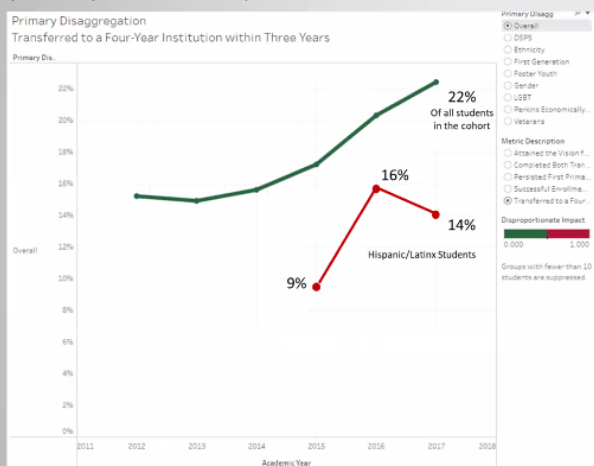
What equity-minded process/policy/practice/culture would facilitate a shift to equitable outcomes for this population?

- Student First Scheduling and cross division collaborations
- Direct line to East Palo Alto, Redwood City satellite location, and expanded technology loan program
- Expanded CE offerings based on labor market needs
- Clearer path for students to complete their degrees

Metric 5 is linked to English and Math completion.

Metric 5: Transfer

(Leads: Mary Ho & Max Hartman)



Definition:

Among students in the cohort who earned 12 or more units at any time and at any college and who exited the community college system in the selected year, the number of cohort students who enrolled in any four-year postsecondary institution in the subsequent year or 4 years after for 3 year cohort, 5 years after for 4 year cohort and 7 years after for 6 year cohort.

Metric 5 (Transfer): Structural Impediments

What is the college's current process/policy/practice/culture that impedes equitable outcomes for this population?

- Because of our **high cost of living** many of our students need to work one or more jobs just to afford to live in our community. Likewise, many of these students are enrolled part time, thus extending the time it takes to complete their transfer goals.
- **SSSP dollars that have been rolled into SEAP are funding salary and benefits for personnel connected to matriculation that limit our opportunity to use SEAP dollars to fund additional transfer interventions for Latinx students** that may be able to reduce some financial burdens to allow students to concentrate on their studies.
- **Minimal building of transfer practices and interventions using race-conscious data and need-base data.** Elevate transferring as a culture at our college, particularly for our disproportionately impacted student populations. The silo-ing of special programs, learning communities and transfer services. Offering evening hour transfer support services.

Metric 5 (Transfer): Recommendations for Planning & Action

What equity-minded process/policy/practice/culture would facilitate a shift to equitable outcomes for this population?

- CRM: Develop an integrated system of support aligned to transfer milestones centering equity practices for Latinx and low-income students (Transfer Plan)
- Ensure the COLTS-U Transfer Station in 9-106 develop high-touch support for Latinx and low-income (Transfer Plan)
- Develop and grow additional “warm-hand off” university relationships that center our status as an Hispanic Serving Institution (HSI) in our transfer practices (Transfer Plan)
- Expand Promise and develop Part Time Promise Program

Feedback/Discussion

Student Outcome Metrics SEAP focuses on:	Disproportionately Impacted Student Population for each SEAP Metric (on which we could focus 2022-25)
Successful Enrollment in the first year	Black/African American Students
Completed Transfer Level English and Math in the first year	Hispanic/Latinx Students
Persistence: First Primary Term to Subsequent Primary Term	Filipino Students
Attained the Vision for Success Definition of Completion within three years	Hispanic/Latino Male Students
Transferred to a Four-Year Institution within three years	Hispanic/Latinx Students

Critical Question:

1. Are we being race-conscious?

[SEAP Feedback Document.](#)

c. Program Review & Assessments (PRIE)

Allison Hughes & Karen Engel

25

PRIE has a couple of EMP initiatives that relate to how to improve our campus culture around reflection and connecting with students. We do this and it's called Program Review. PRIE would like to help you more and meaningfully by rebuilding the some of the ways we regularly do surveys or listening to people we're surveying about how we're doing. Then taking some time to reflect on that information, supporting you all and implementing those surveys or interpreting the information or data. We all share a goal around making sure our services are successful and we're closing any equity gaps that might exist.

PRIE would like to partner with each of our departments or programs and would like to take the time to meet over the next 1 – 2 years

Contact Karen Engel to get on her calendar.

SSPC needs to decide what kind of value we want to assess. When we have students experience our support and services, what do we hope they leave understanding about us? Such as connecting the value through a theory, through a method, and then understanding the outcome.

How do we want to set this up for Student Services and start documenting moving forward? We won't be able to do this every semester. We will continue to discuss this at SSPC, through the Spring semester, until we come up with a plan.

Questions, thoughts and clarifications:

By the end of the Spring semester each group/department under SSPC in Student Services considers ideas on how to measure their success with students, yes? Yes

We worked last spring to revamp our new Program Review and Annual Update questions and thinking of regular assessment was part of that process. In addition, to questions about asking our Student Services programs to reflect on or report on their SAOs and SLOs as applicable in both our new Program Review questions which we'll using in the new cycle both in the Comprehensive Program Review and the Annual Update, we have a question that asks *what metrics, these can be qualitative and quantitative, does your program use to measure its contribution to student access, retention and completion? How have these outcome measures changed over the course of the last cycle?* This is an invitation for each of our programs to engage in that reflection of how the work that we're doing in a programmatic level contributes to the outcome measures that our meaningful to us.

d. EMP Workgroup Prep

Manuel Pérez & Michiko Kealoha 60

Cañada Collaborates

i. SSPC EMP Goal Teams Breakout:

What would you like your SMART goal to be?

What updates would you like PBC to know on September 21?

IX. Open Forum and Feedback

All

5

X. Adjournment

Next meeting is October 28, 2022 from 2:00-4:00 via Zoom and in Room 3-Room 104

Free Groceries at Cañada College

Weekly Food Distribution

EVERY TUESDAY
11:00 A.M. – 1:00 P.M.

- Open to students and the community
- This does not impact public charge
- No I.D. required to pick up food
- COVID-19 guidelines will be observed

LOCATION PARKING LOT 6

Directions:

- Use Farm Hill Blvd. Entrance
- Turn Left to continue on The Loop Rd.
- Turn Right on to Campus Cir.
- Destination on the Left at Lot 6

 4200 Farm Hill Boulevard,
Redwood City, California



For disability-related accommodations, please email:
canvpss@smccd.edu or call (650) 306-3234.



SECOND HARVEST
of SILICON VALLEY



For More Information, Please Contact: Nohemy Colin (650) 306-3133
Basic Needs Website: <https://smccd.edu/basicneeds/>
Weather Closure Updates: (650) 738-7970

OYE 2023

**LEAD, CREATE, AND COLLABORATE!
2 PAID INTERNSHIPS AVAILABLE**



**THE 2023 OYE PLANNING COMMITTEE
IS A COLLABORATIVE OF ADULTS AND
YOUTH WHO MAKE BIG DECISIONS
ABOUT THE CONFERENCE!**

FOR APPLICATION INTRUCTIONS EMAIL MARY AT MMARTINEZ@REDWOODCITY.ORG

Cañada College

COLTS-U TRANSFER STATION

OPEN HOUSE

Tuesday,

October 25th

9:30 am - 11:00 am

Building 9, room 106



Join us for food and fun!
Learn about the transfer resources,
services & programs!



Transcript Evaluation Services in the SSL: A Guide and FAQ for Counselors and Support Staff 10/7/22

BACKGROUND: As part of the Project Prioritization process, bringing Transcript Evaluation Services (TES) into the Student Success Link (SSL) was prioritized for implementation. The project aims to move automate communications to Transfer-In students about getting transcripts in for evaluation at the time of admissions, vs. at the time of degree petition in order to improve counselor communication and time to degree/certificate completion.

NEW PROCESS: As of 10/14/22, when a new applicant indicates in CCCApply that they have prior college attendance, the information about the prior colleges will:

- 1) Create a Transcript Evaluation Services Success Team Member
- 2) Create a Transcript Evaluation Success Plan with the prior colleges listed and their status
- 3) Automatically send out messages immediately after the “Attend Counseling” message is sent prompting the student to send in any Prior College Transcripts to be evaluated
- 4) Automatically send out messages upon transcript evaluation status changes to the student

FREQUENTLY ASKED QUESTIONS:

1) Will students still have to submit a “Request for Transcript Evaluation” through WebSMART?

NO! If the student sends in the official transcript, the assumption is they want to have it evaluated, so we are removing this barrier to the process. On 10/12/22, the Request for Transcript Evaluation will come off of WebSMART as we transition to this new process.

2) Will ALL students with prior college records have a Success Plan?

Not initially. Only new applicants after the 10/14/22 will have the Transcript Evaluation Success Plan automatically applied in the Student Success Link. Students without a Success Plan can email the Transcript Evaluation Success Team member listed on their team to request transcript evaluation and it will be manually updated by the TES team.

3) Can Counselors/Support Staff request the Transcript Evaluation Success Plan be added on the student’ behalf?

Yes! Counselors/support staff can email the Transcript Evaluation Success Team member on the Success Team with the GID of the student to have it added.

4) What will happen to students who have already requested transcript evaluation through the old process? Will they have to start all over?

No, they will not have to start over. Their records will be updated in the SSL and they will receive messages about the status of their evaluation.

5) What kind of messages will the student receive about transcript evaluation?

Messages are sent out to align with the status changes of the Transcript Evaluation Success Plan tasks. Tasks for Transcript Evaluation are a list of the Prior Colleges the student indicated they attended. Messages include:

- a) All transcripts received and they are ready for review.
- b) Some transcripts received, but others are missing.
- c) Evaluation is dismissed for the college not being regionally accredited.
- d) Missing information exists on the transcript.
- e) Educational Goal is not degree/certificate seeking; Ineligible for transcript evaluation.
- f) Transcripts are ready for evaluation.
- g) Transcript evaluation is in progress.
- h) Transcript evaluation is completed.

6) How can I see what prior colleges the student has attended?

Their Prior College record lists the colleges that are indicated in Banner for the student.

7) What do I do if a college isn't listed for a student on their Prior College record?

Send the information to their Transcript Evaluation Success Team member so it can be added to Banner and then integrate over to the SSL.

8) How can I see the status of the student's transcript evaluation?

Have a look at the Transcript Evaluation Success Plan on the Case Record for the status of each transcript.

9) I see the student has a Prior College record for one of the SMCCCD colleges, but it's not listed on their Transcript Evaluation Success Plan!

This is expected as the student doesn't need to send in their SMCCCD transcripts.

10) If a status is "More Information Needed", how can I find out what is needed to help with discussions with the student?

On the contact record, the activity tab will indicate all of the communications between TES and the student starting on 10/14/22.

11) Where will TES add their internal notes once the evaluation is completed?

On the Case Record, TES will indicate any notes relevant to the evaluation that the counselor/support staff may find pertinent in working with the student.

12) Where can I find out more information about Transcript Evaluation?

Check out the Transcript Evaluation website at: <https://smccd.edu/transcript/>