

Student Services Council Meeting

Tuesday, September 4, 2018

2:30 p.m. – 4:15 p.m.

Room 10-468

Minutes

Attendees:

Kim Lopez	X	Estela Garcia		Christine Su	X
Sylvia Aguirre-Alberto	X	Fauzi Hamadeh	X	Niruba Srinivasan	
Maggie Barrientos	X	Luis Padilla	X	Dennis Tordesillas	X
Emily Barrick	X	Claudia Menjivar	X	Makiko Ueda	X
Lizette Bricker		Mike Mitchell		Carol Ullrich	X
Karen Chadwick		Carol Newkirk-Sakaguchi		Chris Woo	X
Gloria D’Ambra	X	Charles Phan		Tiffany Zammit	X
Rob Dean		Patrice Reed-Fort	X		
Krystal Duncan	X	Michele Rudovsky			
Jennifer De La Cruz	X	Jackie Santizo	X		
Alicia Frangos	X	Aaron Schaefer	X		

Guests: Kristi Ridgway, Anniqa Rana, Allie Fasth, Trang Luong, Owen Yoch

This meeting began at 2:20 p.m.

New Student Services Personnel

Emily Barrick	Director of the Wellness Center	Health Services/Student Services
Lu (Lydia) Chen	Counselor	Counseling
Jennifer De La Cruz	Counselor	Counseling
Paola Mora Paredes	Retention Specialist Multicultural and DREAM Center	Enrollment Services
Nicole Salviejo	SparkPoint Coordinator	Enrollment Services
Tiffany Zammit	Director of High School Transition & Dual Enrollment	Student Services/Promise Scholars

Reclassification (Part-time to Full-Time)

Yuki Ishizaki	Program Services Coordinator – Degree Audit	Counseling
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Program Updates:

Guided Pathways

Presenter: Anniqua Rana, Kristi Ridgway, Allie Fasth and Trang Luong

Resource Materials: *Guided Pathways Summer and Fall 2018 Data- IPC (Word doc)*
Guided Pathways Summer (Powerpoint)

Kristi summarized the three main stages of the State's plan for Guided Pathways (GP) namely Inquiry, Design and Implementation. Kristi also discussed the Guided Pathways Steering Committee's (GPSC) 2018-19 timeline, planning conditions, and data sources.

Kristi emphasized the significance of the Inquiry stage of the State's GP plan, the importance of getting faculty involvement, and acquiring quality data.

Anniqua discussed the following items below. The PowerPoint resource material contains supporting information.

- Origins and 2017-18 highlights of GP, summer semester activities and progress, and plans for the 2018-19 academic year.
- The Four Pillars of Guided Pathways.
- GP's Vision Statement
- Progression time of students from entry to degree/certificate attainment is 6 years. The importance of availability of academic counselors to support students.
- AB705. Change in Basic Skills English and math curriculum to address low student success rate.
- Data regarding CSM completion and persistence rates and Year One Promise
- The GPSC's focus in the fall is to share and collect data. In the spring, GPSC will release a map illustrating student academic success.

Anniqua facilitated a discussion activity among Council members to talk about learning points of the presentation.

According to Allie, during the summer, the GP team met three times and included student representatives. (Please refer to PowerPoint) The meetings created four subgroups which had a specific function:

Communication Group

-Work with the Marketing office to communicate effectively with the CSM community

Data & Assessment Group

-Work with PRIE and use data effectively to plan and build GP

Professional Development Group

-Use flex days to communicate and engage the CSM community to develop GP

Access Group

-Analyze student entry to CSM from high schools and incorporate Year One Promise principles

Allie also reviewed the student panel session held during the August 14 Flex Day. Quotes from students about their entry to CSM, and academic and social experiences were shared. (Please refer to PowerPoint).

Strategic Priorities and Update on Educational Master Plan (EMP)

Presenter: Hilary Goodkind

Resource Materials: *College of San Mateo EMP Priorities 2018-2023*

https://atlas.mindmup.com/csmprrie/_emp_focus_group_top_level_data_grouping/index.html

The Institutional Planning Committee (IPC) reviewed the summary qualitative data that were discussed and gathered from college-wide division meetings during spring 2018. IPC formed internal work groups to determine strategic priorities the college will work on for the next five years.

Using the data and information from focus groups the EMP explains the challenges our students face at home and in campus; why they come to CSM; where they come from; and how long they stay.

Hilary asked SS Council members, who are also IPC members, to share the priorities with their constituents and provide feedback to IPC. The finalized priorities will become the Five-in-Five in the EMP.

Kim announced that CSM's accreditation site visit will be on September 2019. The college's Institutional Self Evaluation Report (ISER) is due to the Board on January 2019.

Year One Promise (YOP)

Presenter: Tiffany Zammit

Resource Materials: *Year One Promise 411, Counseling Calendar 2018*

Tiffany discussed YOP program features regarding fees, textbooks, incentives, Accelerated Study in Associate Programs (ASAP) Model, curriculum, and counseling calendar.

Incentives include the Grab-and-Go food program. The program is associated with counseling activities. Activities are tracked through Canvas and students who complete all required activities are awarded a \$50 incentive for gas or food.

Currently, 480 students have been accepted into YOP and includes students from diverse programs such as MANA, Puente, etc. Due to the many benefits of YOP, first-year part-time students are enrolling in more units to become full-time students in order to apply into YOP.

Tiffany and Allie will be attending college-wide meetings to inform the campus community about YOP.

Other Items:

Grab and Go

Presenter: Kim Lopez

Grab-and-Go is a subsidized food program that is sponsored by SparkPoint, Second Harvest, ASCSM, and the Bulldog Bookstore. All students, faculty and staff are eligible to participate. Low-cost meals comprised of a sandwich, seasonal fruit and bottled water are sold at the Bookstore. Lunch and dinner are offered at \$6. Students who present their ID at the point of purchase will receive a discounted price of \$5. Announcements to students will be sent via GWAMAIL.

SparkPoint

Presenter: Kim Lopez

SparkPoint is launching its program with an event in the Bayview Dining Room on Wednesday, Nov. 14, from 11:30 to 1:30 pm.

A tour of SparkPoint and the Food Pantry will be provided. United Way will also be in attendance. Faculty are encouraged to announce the event to their students. Emily Barrick and Nicole Salviejo will make a presentation about SparkPoint at the October 2nd SS Council meeting.

Program Review

Presenter: Kim Lopez

Due on Friday, October 26. The Academic Senate is offering several program review workshops in September and October. The schedule can be found in the college's Academic Senate webpage. Program review writers are to complete a full assessment process of their program: assess, analyze, modify, re-assess, and re-analyze. The assessment reports will be incorporated into the Institutional Self-Evaluation Report (ISER).

AB705

Presenter: Kim Lopez

State research has shown that the more prerequisite classes a student has to take and pass in order to enroll in transferrable courses the more likely students will fail or quit. As such, Basic Skills math and English courses are being modified in order to help student succeed with transferrable courses. Common assessment will be discontinued. Starting in Fall 2019 assessment tests will no longer be offered except in ESL. High school transcripts and State-provided Default Placement Measures will be used to place students into college courses. Only high school cumulative GPAs will be used. All assessment centers in California community colleges will undergo changes. Per AB705, transferrable courses will not require any prerequisites but will have concurrent support courses.. Every incoming community college student will be placed into transferrable courses but with varying number of support courses based on their placement in the State's Default Placement Measures.

For students who do not have HS transcripts there will be assessment testing available but it will not be tests approved by the State. The assessment test results will be used by academic counselors to determine which courses students can enroll.

CSM is considering offering Basic Skills courses in feeder high schools and expanding summer Math Jams in order to help prepare incoming students.

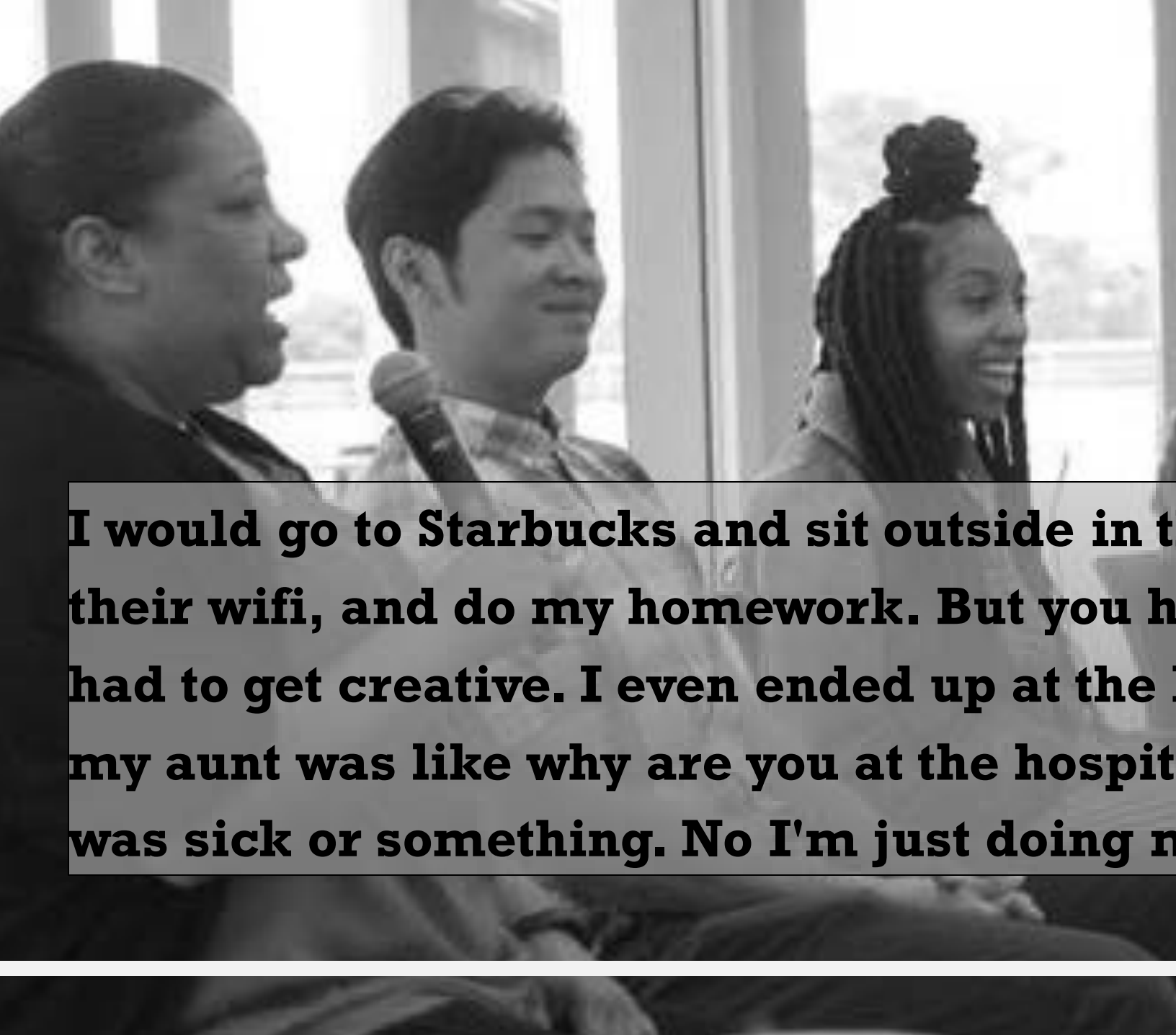
Next meeting: Tuesday, October 2, 2:30 – 4:15 p.m., 10-468



Student Voices

- **I have a lot of struggles. In the beginning of school I was homeless, so I was in a home**





I would go to Starbucks and sit outside in the rain with their wife, and do my homework. But you had to get creative. I even ended up at the hospital. My aunt was like why are you at the hospital? I was sick or something. No I'm just doing n

Student Voices

I will be taking 18 units next semester along with accounting, business law, and all these crazy hard classes like major specific. So I don't think I would do well if I got out in two years.



Student Voices

My only worry is what will I do if I don't know what I'm going to do. I know I want to be a scientist, but where's there?





Student Voices

I had a hard time finding the art

They have a hard time breaking

COMPLETION

Percentage of degree, certificate and/or transfer-seeking students starting first time in 2011-12 tracked for six years through 2017-18 who completed a degree, certificate or transfer-related outcome

COLLEGE PREPARED N=343	UNPREPARED FOR COLLEGE N=890	C M
74.9%	49.3%	5

What Guided Pathways Means for Students

- Less confusion and more clarity about the steps toward completion and course-taking behavior.
- More guidance from counseling or advisory early in students' journeys.
- Greater likelihood of completion, as a result of:
 - Improved placement
 - Basic skills/developmental education reform
 - Reduced unit accumulation
- Improved chances for transfer and career placement.



Four Pillars of Guided P



Create clear curricular pathways to employment and further education.



Help students choose and enter their pathway.



Help students stay on their path.

The background features several curved lines in shades of gray, some solid and some dashed, creating a sense of motion and depth. A large, dark gray speech bubble is positioned on the left side, containing the text 'Spring 2018'.

Spring 2018

***College of Sa
create an equ
student-cente
that empowe
reach their ec
goals.***

Fall 2017



STUDENT INFORMATION

Students

Gender

Female

49.1%

Male

47.7%

Unknown

3.3%

Age

Less than 20 years old

35.0%

20 to 24 years old

30.9%

25 to 39 years old

22.5%

40 or more years old

11.6%

Unknown

0.0%

INSTITUTIONAL INFORMATION

Full Time Equivalent Students

Credit Sections

Non-Credit Sections

Median Credit Section Size

Percentage of Full-Time Faculty

Percentage of First-Generation Students

Student Counseling Ratio (FALL 2016)

<https://scorecard.cccco.edu/scorecard>



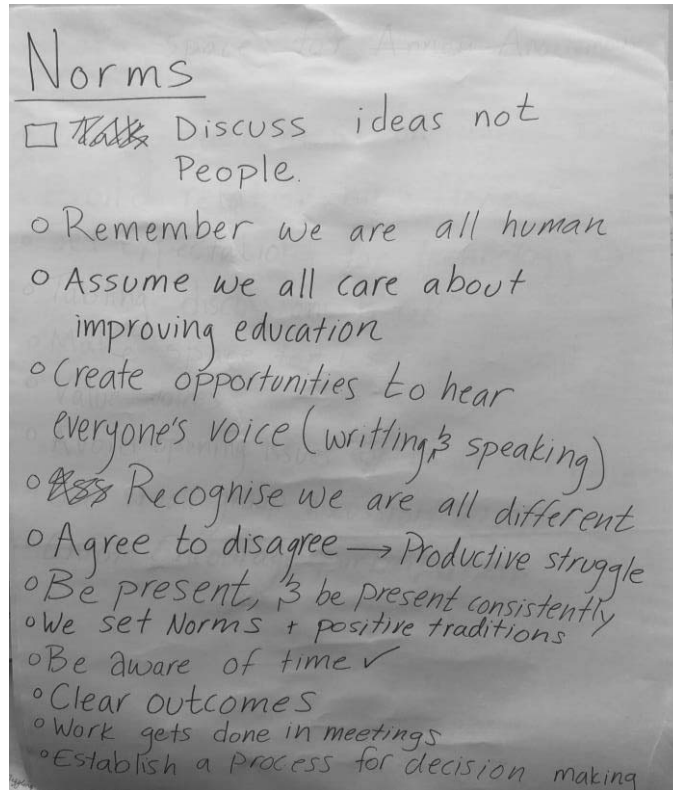
College of San
Mateo EMP
Priorities 2018-
2023 (Draft)

- **Supporting our Students**
- **Creating Equitable Experiences for our Students**
- **Committing to Program Quality, Teaching and Learning**
- **Building on a Culture of Open Communication**
- **Building on a Tradition of Community**



GP Committee meetings

- GP Meeting Norms
- Community Building
- Teams



- Make s feedback
- Listing
- Build
- Set exp
- Tabling
- Make s
- Value vo
- Avoid op
- Use sma
- Enter E

GP Steering Committee

COMMUNICATION

- Peter von Bleichert, Business
- Rich Rojo
- Kristi Ridgway
- William Alexander, Student

DATA

- Yvette Butter
- Jane Jackson
- Trang Luong
- Hillary Good

Guided Pathways Steering Committee

PROFESSIONAL DEVELOPMENT

- Frederick Gaines, Ethnic Studies
- Arielle Smith, Counseling
- Liz Schuler, ESL

- Rene Anders
- Allie Fasth, Y
- Kelsey Harris
- Ashley Perri
- Catherine Ye
- Maria Cuado
- Student

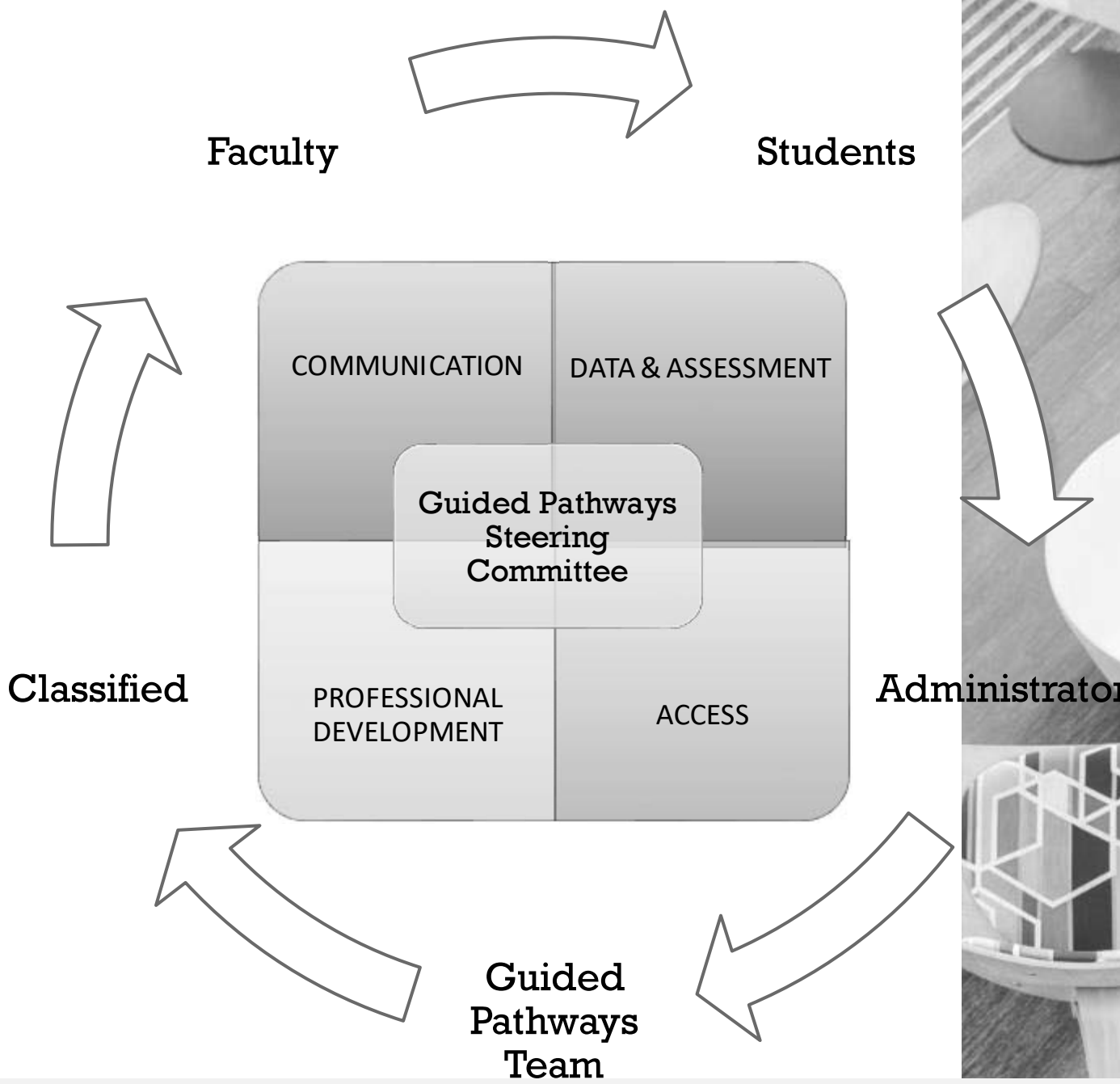
Key Performance Indicators (KPIs)

- **Equity**
 - **First term**
 - **First year**
-



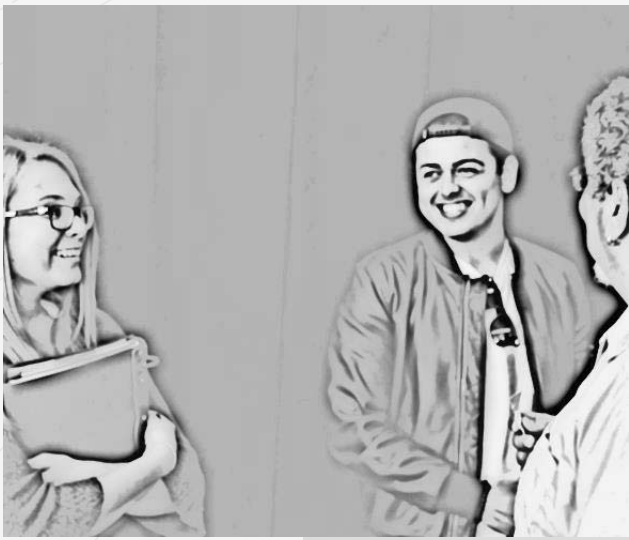
Align needs with vision

Guided Pathways Team



CSM





Spring 2017 Inquiry Phase: Guided

Informed Inquiry Top



Students know their

Students achieve th

Assure equitable ou

students in goal ach



Activity

Review the handout with a partner

- 1. Career Ladders Project's**
- 2. Student Panel at August 2**
- 3. The National Survey of Co**
- 4. CSM's Student Climate &**
- 5. CSM's EMP (Educational quotes**
- 6. Scorecard & Metrics for C**

Activity

In pairs discuss the data handout and write your responses to the following questions:

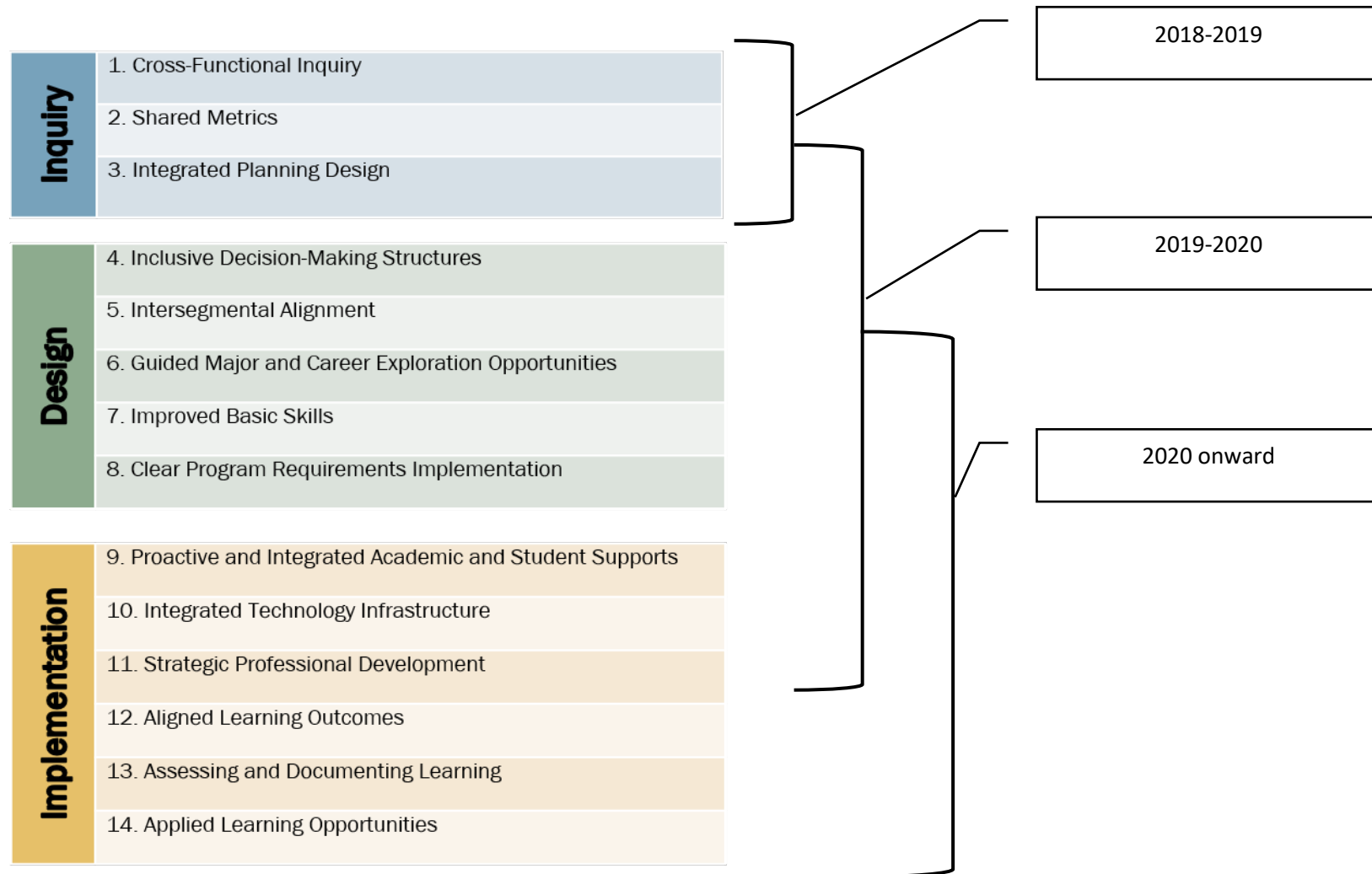
What existing efforts are you involved with that support the four pillars of Guided Pathways?

What are other ways the GP Steering Committee should consider engaging the campus?

Comments/suggestions about these efforts.

Guided Pathways at CSM 2018-2019 and Beyond

VISION: *College of San Mateo will create an equity-minded, student-centered experience that empowers students to reach their educational goals.*



CSM 2018-2019 Guided Pathways Calendar (draft)

	Steering Committee Meetings 2:00-4:00 GP Team Meetings 3:00-4:00	Topics
Sep 12	GP Team	Present summer progress and GP plan <ul style="list-style-type: none"> • Year One Promise • Communications
Sep 26	Steering Committee	AB 705 and Integrated plans (Basic Skills- Equity- SSSP)
Oct 10	FLEX	
Oct 24	Steering Committee	Workforce
Nov 14	GP Team	AB 705 and Integrated plans (Basic Skills- Equity- SSSP) and Workforce
Nov 28	Steering Committee	Mapping Majors: Course sequences, critical courses, embedded credentials, and progress milestones
Dec 12	GP Team	Mapping Majors: Course sequences, critical courses, embedded credentials, and progress milestones
Jan 11	FLEX	
Jan 19	Steering Committee	Preparation: Interest Mapping
Jan 23	GP Team	Intro: Interest Mapping
Feb 13	Steering Committee	Revising: Interest Mapping
Feb 27	GP Team	Structuring: Interest Mapping
Mar 6	FLEX	
Mar 13	Steering Committee	Findings: Interest Mapping
Mar 27	GP Team	Discussion: Interest Mapping
Mar 29	FLEX	
Apr 10	Steering Committee	CRM discussions and Preparation for summer meeting/s
Apr 24	GP Team	CRM discussions
May 8	Steering Committee	CRM discussions and Preparation for summer meeting/s
May 22	GP Team	Celebrate GP Milestones

Essential Conditions for Planning

Make sure the following conditions are in place — prepared, mobilized, and adequately resourced — to support the college’s large-scale transformational change:

- Strong change leadership throughout the institution
- Faculty and staff engagement
- Commitment to using data
- Capacity to use data
- Technology infrastructure
- Professional development
- Favorable policy (state, system, and institutional levels) and board support
- Commitment to student success and equity

PREPARATION/AWARENESS

Understand where you are, prepare for change, and build awareness by:

- Engaging stakeholders and making the case for change
- Establishing a baseline for key performance indicators
- Building partnerships with K–12, universities, and employers
- Developing flowcharts of how students choose, enter, and complete programs
- Developing an implementation plan with roles and deadlines

SUSTAINABILITY

Commit to pathways for the long term and make sure they are implemented for all students by:

- Determining barriers to sustainability (state, system, and institutional levels)
- Redefining the roles of faculty, staff, and administrators as needed
Identifying needs for professional development and technical assistance
- Revamping technology to support the redesigned student experience
- Reallocating resources as needed
- Continuing to engage key stakeholders, especially students
- Integrating pathways into hiring and evaluation practices

<https://www.pathwaysresources.org/wp-content/uploads/2018/02/PathwaysGraphic462017.pdf>

Data Sources

1. Student Success Scorecard

In its commitment to increase transfer and degree and certificate attainment, the California Community Colleges Board of Governors has established a performance measurement system that tracks student success at all 114 community colleges.

This scorecard represents an unprecedented level of transparency and accountability on student progress and success metrics in public higher education in the United States. The data available in this scorecard tell how well colleges are doing in remedial instruction, job training programs, retention of students and graduation and completion rates.

With data reported by gender, age and ethnicity, colleges, students and the public can also better determine if colleges are narrowing achievement gaps, which is vitally important for our students and our state's economy.

<https://scorecard.cccco.edu/scorecardrates.aspx?CollegeID=372#home>

2. Tools for Data-Backed Decisions

The LaunchBoard, a statewide data system supported by the California Community Colleges Chancellor's Office and hosted by Cal-PASS Plus, provides data to California community colleges on progress, employment, and earnings outcomes for both CTE and non-CTE pathways.

This information is intended to facilitate local, regional, and statewide conversations about how to foster economic mobility.

<https://www.calpassplus.org/Launchboard/GuidedPathways.aspx>

3. Students First: SMCCD District Strategic Plan

[Success, Equity, and Social Justice District Strategic Plan Strategic Goals Scorecard and Metrics](#)

Success, Equity, and Social Justice

Success, equity, and social justice for our students are longstanding goals of the San Mateo County Community College District and are the overarching themes of the District's Strategic Plan. With this Plan, the District recognizes that there is nothing more important to the District's future and to the future of San Mateo County than increasing student success rates. In addition to student access, student success is crucial to closing longstanding gaps in student attainment. Continuous usage of the District's data and evidenced based practices will be required to identify and close these gaps. While colleges are required to report success data to external agencies, these traditional measures of student completion and graduation do not fully capture the contributions of the District's Colleges to the County. A more student-centric definition of student success is necessary. Accordingly, the District defines student success as occurring when students reach the individual goals they set for themselves

<https://smccd.edu/strategicplan/scorecard-and-metrics.php>

Guided Pathways Steering (GPS) committee

Peter von Bleichert	Professor Business/Vice-President Academic Senate (Faculty Lead)
Rene Anderson	Professor Language Arts
Yvette Butterworth	Professor Math
Jane Jackson	Professor Music
Mikel Schmidt	Professor Athletics
Luong Trang	Professor Counseling
Anniqua Rana	Interim Dir Guided Pathways and Transitions (Admin. Lead)
Allie Fasth	Adj. Instructor / Year One Coordinator
Frederick Gaines	Professor Ethnic Studies
Kelsey Harrison	ACCEL Transition Coordinator
Kristi Ridgway	Interim Dean Language Arts
Richard Rojo	Director Marketing
Arielle Smith	Counselor/PD Coordinator
Liz Schuler	ESL faculty/PD Coordinator
Ashley Perrilliat	Student
William Alexander	Student
Catherine Yee	Student
María Guadalupe Segura (Lupita)	Student

Guided Pathways Team

Ron Andrade	Manager - Learning Center
Lizette Bricker	Dean - Enrollment
Sandra Stefani-Comerford	Vice-President – Instruction
Tabitha Conway	Adj. Instructor – History / Learning Center
David Danielson	Professor - Philosophy
Laura Demsetz	Dean – Creative Arts & Social Science
Charlene Frontiera	Dean – Math/Science
Hilary Goodkind	Dean – Planning, Research, and Institutional Effectiveness (PRIE)
Heidi Diamond	Dean – Business & Technology
Kamran Eftekhari	Professor – Computer Information Systems
Alicia Frangos	Program Services Coordinator - Student Success, Counseling
Fauzi Hamadeh	Student Life & Leadership Assistant
Mohsen Janatpour	Professor – Astronomy
Kim Lopez	Vice-President – Student Services
Monique Nakagawa	Analyst - PRIE
Stephanie Roach	Librarian – Library
Jasmine Robinson	Director of Web Services - Information Technology Services
Krystal Romero	Dean - Counseling
Kathleen Sammut	Counselor – Counseling
Carol Ullrich	Coordinator - Counseling
Olivia Viveros	Director, MESA, Math/Science Div.
Andreas Wolf	Dean – PE/Athletics

Activity

Accessing any of the data sources listed above, review one or two of the items listed below, and

- Number of college credits earned in first term
- Number of college credits earned in first year
- Completion of gateway math and English courses in the student's first year
- Number of college credits earned in the program of study in first year
- Persistence from term 1 to term 2
- Rates of college-level course completion in students' first academic year
- Equity in outcomes

1. Supporting our Student's Aspirations

- Provide learning opportunities and resources to foster students' self-advocacy and self-reliance
- Create a campus environment that supports the safety and wellness of all
- Improve access to classes, services, and support

2. Creating Equitable Opportunities for all of our Students

- Provide professional development to increase understanding of our students' experience
- Improve hiring processes to attract a diverse faculty and staff while supporting current employee efforts to advocate for marginalized populations
- Create a safe environment to discuss, understand, and create equity

3. Committing to Progressive and Innovative Teaching and Learning

- Support innovations in teaching and learning necessary to respond to changing student demographics, learning styles, and technology
- Enhance the professional identity of adjunct faculty and provide resources that allow them to effectively support students and participate in the life of the college.
- Create synergy and shared responsibility between instruction and student services to promote student success

YEAR ONE PROMISE 411

480 STUDENTS #TAKE1

FEES

Fall 2018, Spring 2019 & Summer 2019:
FREE

TEXTBOOKS

\$300 Fall 2018, \$300 Spring 2019, \$150
Summer 2019

INCENTIVE

- \$50 monthly towards gas OR food provided by the bookstore
- Students can change their choice monthly
- Redeem via the CSM bookstore
- Food includes the low cost option with the support of SparkPoint, ASCSM, CSM Bookstore Second Harvest

ASAP REPLICATION

Replicating CUNY's Accelerated Study in Associate Programs (ASAP) Model, with proven outcomes to increase the successful completion of a two-year associate or certificate program, see: www1.cuny.edu/sites/asap/replication

COLLEGE 1 (IDST 110)

- 4 sections
- Taught by various CSM Faculty
- Supports community building, reading, writing, research and more as first-year CSM students



Your first year *free!*

Year One Promise Counseling Calendar 2018

Counseling Sessions & To-Dos

Required Activities

September	
<i>Monthly incentive distributed September 1</i>	
First Counseling Contact (Sept 1 - Sept 28): <ul style="list-style-type: none"> <input type="checkbox"/> Abbreviated Student Education Plan (SEP) for second semester <input type="checkbox"/> Review of YOP intake form (survey) <input type="checkbox"/> Communicate with student around Focus 2 Career login <input type="checkbox"/> Assign progress report submission <p><i>Who needs career class or one-on-one with career counselor?</i></p>	First YOP Activity (Sept 1 - Sept 28): <ul style="list-style-type: none"> <input type="checkbox"/> Register for Focus 2 Career <input type="checkbox"/> Complete Focus 2 Career My Career Readiness & My Academic Strengths surveys
October	
<i>Monthly incentive distributed October 1</i>	
Second Counseling Contact (Oct 1 - Oct 31): <ul style="list-style-type: none"> <input type="checkbox"/> Complete comprehensive SEP <input type="checkbox"/> Discuss Career Questionnaire <input type="checkbox"/> Assign self-reflection submission 	Second YOP Activity (Oct 1 - Oct 15): <ul style="list-style-type: none"> <input type="checkbox"/> Submission of progress report via Canvas
November	
<i>Monthly incentive distributed November 1</i>	
Third Counseling Contact (Nov 1 - Nov 30): <ul style="list-style-type: none"> <input type="checkbox"/> Discuss progress report <input type="checkbox"/> Open registration 	Third YOP Activity (Nov 1 - Nov 16): Registration workshop <ul style="list-style-type: none"> <input type="checkbox"/> Register for <i>minimum</i> 12 units for Spring 2019 <input type="checkbox"/> Complete self-reflection of the semester via Canvas
December	
<i>Monthly incentive distributed December 1</i>	
Fourth Counseling Contact (Dec 1 - Dec 17): <i>(Optional)</i> <ul style="list-style-type: none"> <input type="checkbox"/> End of semester check-in: counselor creates Spring 2019 meetings 	Fourth YOP Activity (Dec 1 - Dec 17): <ul style="list-style-type: none"> <input type="checkbox"/> College One Student Showcase/YOP attendance

9/30/18

COLLEGE of SAN MATEO

Transfer Day

Wednesday

September 5, 2018

9:30am – 1:30pm

College Center – Bldg. 10

Meet with Representatives from

University of California

California State University

Private Colleges & Universities



For more information please contact CSM Transfer Services in
Building 10 Room 340

www.collegeofsanmateo.edu/transfer



**San Francisco State University
San Jose State University &
Cal State University, East Bay**

Present:

FALL 2019 CSU Admissions/Application Workshop
(Also information about AA-T/AS-T Transfer Degrees)

Wednesday, September 5th

(Right after Transfer day)

**CSU Admissions/Application &
AA-T/AS-T Transfer Degree Workshop**

2:00 – 3:00pm

Location:

Bldg. 10 Room 191

This workshop will assist you in successfully navigating through the Fall 2019 CSU Application as well provide information on obtaining an Associate Degree for Transfer (AA-T/AS-T) which CSUs award PRIORITY ADMISSIONS for impacted campuses/majors. Sponsored by CSM Transfer Services

www.collegeofsanmateo.edu/transfer



University of California

*Berkeley, Davis, San Diego, Santa Barbara
Los Angeles & Santa Cruz*

Present:

FALL 2019 UC Admissions/Application/Personal Insight Questions

Wednesday, September 5th

(Right after Transfer day)

**UC Admissions/Application &
Personal Insight Questions Workshop**

2:00 – 3:00pm

Location:

Bldg. 10 Room 195

This workshop will assist you in successfully navigating through the
Fall 2019 UC Application, develop effective essays for the UC Personal
Insight Questions and provide vital UC Admissions information.



Sponsored by CSM Transfer Services