Student Services Council (SSC) Meeting
Tuesday, September 3, 2019
2:30 p.m. – 4:15 p.m.
Room 10-468

Minutes

Attendees:

Kim Lopez		Alicia Frangos	x	Nicole Salviejo	
Sylvia Aguirre-Alberto	x	Estela Garcia		Jackie Santizo	x
Maggie Barrientos	x	Fauzi Hamadeh	x	Aaron Schaefer	x
Emily Barrick		Luis Padilla	x	Christine Su	x
Lizette Bricker	x	Claudia Menjivar	x	Dennis Tordesillas	x
Karen Chadwick	x	Mike Mitchell		Steven Trinh	x
Gloria D'Ambra		Carol Newkirk-Sakaguchi	x	Makiko Ueda	
Rob Dean		Charles Phan		Carol Ullrich	x
Krystal Duncan	x	Patrice Reed-Fort	x	Tiffany Zammit	
Jennifer De La Cruz	x	Aubrey Roderick	x		
Allie Fasth	x	Michele Rudovsky			

The meeting began at 2:37 p.m.

Welcome and Introduction of New Members
Presenter: Lizette Bricker

Lizette announced the Student Services departments that VPA Micaela Ochoa and VPI Mike Holtzclaw will oversee while Kim serves as acting president.

Lizette introduced Steven Trinh as the new registrar and Aubrey Roderick as the new International Program manager to the Council. New hires Max Ullrich (Admissions), Remi Harada (International Program), and Myra Delgado Lawrence (EOPS/CalWORKs) were not in attendance but were also introduced by their managers. Council member Patrice Reed-Fort was congratulated in becoming the permanent program services coordinator for EOPS and CalWorks.

Allie Fasth, who is interim director of Promise Scholars and Dual Enrollment, announced that she will become the interim director of Guided Pathways beginning Sept. 16. Lizette announced that she and Krystal will be facilitating Council meetings until Kim returns.

Update on Guided Pathways
Presenter: Allie Fasth
Document Reference: Guided Pathways Fall 2019 Toolkit, Guided Pathways at CSM

From winter 2017 through summer 2019, Guided Pathways (GP) completed the Inquiry Phase to gather data, adopt the Four Pillars of GP and create design principles. These were done to assess CSM's status in order conceptualize what GP will be for CSM.

Guided Pathways is now on its Design Phase which is the starting point of the Inventory Project (IP). The focus of IP is to build curricular pathways and will work with faculty to properly lay out maps for students. The maps will help students complete program requirements to achieve a degree or certificate. The maps will also include *momentum points* which informs students when to complete an SEP or apply for graduation.

Update on Accreditation and Educational Master Plan
Presenter: Lizette Bricker

Lizette provided an overview of the accreditation visit which will be from September 30 through October 1. Council members were encouraged to review Standard II. C. of the *Institutional Self-Evaluation Report (ISER)* which is the Student Support Services section. During the visit the team will engaging faculty and staff during the tour, open forums, and interviews. For more information visit: collegeofsanmateo.edu/2019accreditation/

Program Assessment and Resource Request Preparation
Presenter: Krystal Duncan

Resource request applications are due on October 25 and require program assessment documentation.

Data to support assessments can be requested from PRIE. A research request form need to be completed and is available from PRIE's website. All research requests need dean approval. Once a form has been submitted to PRIE, deans will receive an electronic copy. Be sure to discuss your plans with your dean before submitting a request form.

Survey assistance is available. To receive assistance with design and implementation, make an appointment to meet with a PRIE research analyst.

Visit *collegeofsanmateo.edu/prie/research.asp* to find the request form and schedule an appointment.

Update on Constituent Relationship Management
Presenter: Krystal Duncan

Krystal provided an overview of Constituent Relationship Management (CRM) and how it will benefit students. The purpose of CRM is to track, collect information and connect students to a team of student success personnel. Upon completing an application for admission, students will be connected to CRM's Student Success Navigator and will receive messages guiding them to successfully matriculate and receive support services. Every student's matriculation and student support activities information will be viewable in one "dashboard". Canvas course work will also be available. The information will allow Student Services personnel to proactively engage students and help them succeed.

Correction: CRM was changed from Customer Relationship Management to Constituent Relationship Management

Food Insecurity Initiative
Presenter: Lizette Bricker

The Board is concerned about food insecurity among SMCCCD students and encouraged each college to research and design a program that will address the issue. The District Joint Vice Presidents Council will discuss the initiative during their October meeting and will report developments to their college constituents. The Board promised funding for the program that will serve approximately a thousand students throughout the district.

Next Meeting:

October 1, 2019

Building Bridges to Knowledge, People, and Careers

Why Design Principles? As College of San Mateo begins the process of mapping programs through college-wide collaborations this fall, we need a set of design principles that will guide our discussions and decision making.

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

Guiding Principles

Campus-Wide Work

Cross-Campus Collaboration
- Work collectively with shared vision
- Communicate with transparency

Inclusion & Empathy
- Develop and sustain culturally engaging environments
- Provide tools for growth and success

Flexibility & Creativity
- Build on successful traditions and past practices
- Innovate and try new approaches

Inventory Project Design Principles

Prioritize Student Experience
- Encourage career and major exploration
- Provide guidance and clear paths for students
- Establish program specific milestones

Provide Clear Pathways
- Streamline prerequisites and degree requirements
- Provide balanced course load recommendations as students progress semester by semester
- Identify course sequences based on student need, considering part-time and full-time students, as well as exploration and/or changing majors

Collaborate Across Disciplines
- Focus on common career, transfer, and completion goals
- Map ideal programs by identifying specific course sequencing and pairings
- Encourage opportunities to talk about shared courses that may meet multiple degree and certificate requirements

Fall 2019 Toolkit – Calendar of Upcoming Division Meetings & Support Workshops

The Guided Pathways Steering Committee will be attending your specific division meeting throughout September to get the Inventory Project started. Identify one degree that you want to map specific to your discipline.

After your Division Meeting, please RSVP to attend an Inventory Project Support Workshop. In the workshop, we will offer you focused time to guide you through the development of your program map.

UPCOMING DIVISION MEETINGS	INVENTORY PROJECT SUPPORT WORKSHOPS RSVP online: https://collegeofsanmateo.edu/guidedpathways/
Thursday, September 5th Creative Arts/Social Science Division Meeting 2:15pm -4:00pm	Thursday, September 12th 2:00pm-4:00pm
Monday, September 9th Language Arts Division Meeting 2:15pm -4:00pm	Friday, September 20th 2:00-4:00pm
Friday, September 13th Math/Science Division Meeting 1:00 -4:00pm	Wednesday, October 2nd 2:00-4:00pm
Monday, September 16th Business/Technology Division Meeting 2:15 -4:00pm	Wednesday, October 9th (Flex Day, Time TBD)

Directions & Best Practices for Inventory Project

The following captures recommended best practices from community colleges across the state who have already embarked on mapping. It also includes best practices from CSM Faculty who have started the mapping process in collaboration with CSM Counseling Faculty as part of the Guided Pathways effort.

Directions for the Inventory Project:

<u>Step 1:</u> Look at inventory within department such as certificates, associates and other programs

<u>Step 2:</u> Define your program mapping team:

- o Counseling Faculty
- o Faculty from other divisions who support the completion of a certificate or degree

<u>Step 3:</u> Map ideal program not program as it stands now

- o To arrive to the ideal map, you will first need to inventory the program as it is now. In turn, this guide will help you to begin to mapping the ideal program

Reference Sites:

- o <u>Webschedule</u>
- o <u>CurricUNET</u>
- o <u>CSM Catalog</u>
- o <u>IGETC Form</u>

Faculty Feedback to Help You Get Started:

- Differentiate between what is required and highly recommended
- Sequence becomes evident as you move forward
- Identify specific course sequencing and course pairings (specifically for courses that do not have pre-reqs)
- This is an interactive process – plan to draft and redraft again!
- Capturing blurbs for classes: What do I learn in this class? What is the workload like? How frequently is this class offered?...Answering some basic questions upfront for students, nuances across the curriculum [INPUT SPOT IN MAP]
- Establish Milestones: for example, in the first 15-20 units students should do XYZ

CSM Feedback from 4/24/2019 Mapping Exercise Project:

- What does creativity and exploration look like when we are taking inventory? – maybe with things like for those who know their path IDST 110 and/or additional interests
- When courses are being offered needs to be taken into consideration, however:
    - Our inventory should in turn inform when we offer courses
- This can also be a time for us to address our other course offerings, like college algebra, that could be precalculus
- We have to integrate the entire degree and there are some preferred/recommended GE's that integrate the exposure to specific content that supports their success

CSM Feedback from Creative Arts + Business/Tech joint Division Meeting, May 2nd, 2019:

- Facility Management Cert mapped
- AD-T Music with GE's mapped
- CIS: Data Science + Big Data Certificate mapped with different entry points
- Some conclusions on AA-T Music:
    - Degree requirement load is deceiving much more rigorous than on paper
    - For example: MUS 111 – one unit but is a rigorous course that often requires 5- 8 hours of practice time outside of class
    - Two-year timeframe for AA-T in Music is simply unrealistic:
        - Overly demanding workload
        - No freedom to explore outside of GE requirements
        - Little if any life balance
    - Mapping GE's is confusing:
        - Found it impossible to fill in specific GE's: lots of choices – depends on interest of the student
        - What is the workload of these classes? What is 'manageable?' (I.e., catalog says 96 – 108 hours homework for 3 unit lecture) - need GE's discipline experts to inform; need to know student's unique situation
        - What specific classes are needed before others, or needed for transfer to various institutions (if desired)? – need *counselor's and/or discipline expert's* knowledge
        - Scheduling?? – need *administration, etc* assistance
    - It was eye-opening and fun:
        - Did a 3-yr plan – was inspiring
        - GE requirements (learned a lot – very useful; and then there's that requirements sheet!)

Inventory Project Checklist

Below includes several questions to get you started as you begin to map your program.

1. What is the pre-requisite of the course?

2. What is the co-requisite of the course?

3. When is the course offered?
   - ☐ Fall
   - ☐ Spring
   - ☐ Summer

4. What is the course load like in this course?

5. What is the stress level in the course?

6. What do students learn in this course?

7. What is the foundational knowledge students should know before taking this course? (especially for courses without pre-req/co-req)

8. Are there other major courses that student should take with this course concurrently?

9. Are there any GE courses that students can take with this course concurrently?

CSM Program Inventory Template

DESIGN PRINCIPLES:
Prioritize Student Experience, Provide Clear Pathways, Collaborate Across Disciplines

Official Program Title and Credential: _____

(AA, AS, AD-T, CA, etc.)

Example | Critical Course signified by ★ A critical course is required and predicts success in the program

Fall or Spring	Course # and Title	Pre- and co-requisites	Major Units	Elective Units	GE Units	GE Area	Achievements, Next Actions, & Course Notes
1	121 Drafting		3				
2	110 Drafting Solidworks 1		3				Ex: Milestones, Content notes based on recommended course sequencing, Transfer requirements ie: Architecture for Berkeley Reccommended GE's for semester 2 would ideally include a Business and Architecture to support and enhance the work being done in the Drafting pathway
3	Math and/or Reccommended GE				4 to 8	1A	
4	English and/or Reccommended GE				3 to 5	4	
5	KINE 103: Social Issues in Sports			3		4	
6							
7							
8							
	Unit Sub Totals		6	3	7		
	Grand Total Semester Units			16			

Semester 1 | Critical Course signified by ★ A critical course is required and predicts success in the program

Fall or Spring	Course # and Title	Pre- and co-requisites	Major Units	GE Units	GE Area	Elective Units	Achievements, Next Actions, & Course Notes
1							
2							
3							
4							
5							
6							
7							
8							
	Unit Sub Totals						
	Grand Total Semester Units						

Semester 2

Critical Course signified by ★ A critical course is required and predicts success in the program

Fall or Spring

Course # and Title (Pre- and co-requisites)	Major Units	Elective Units	GE Units	GE Area	Achievements, Next Actions, & Course Notes
1					
2					
3					
4					
5					
6					
7					
8					
Unit Sub Totals					
Grand Total Semester Units					

Semester 3

Critical Course signified by ★ A critical course is required and predicts success in the program

Fall or Spring

Course # and Title (Pre- and co-requisites)	Major Units	Elective Units	GE Units	GE Area	Achievements, Next Actions, & Course Notes
1					
2					
3					
4					
5					
6					
7					
8					
Unit Sub Totals					
Grand Total Semester Units					

Semester 4

Critical Course signified by ★ A critical course is required and predicts success in the program

Fall or Spring

Course # and Title	Pre- and co-requisites	Major Units	GE Units	GE Area	Elective Units	Achievements, Next Actions, & Course Notes
1						
2						
3						
4						
5						
6						
7						
8						
Unit Sub Totals						
Grand Total Semester Units						

Semester 5

Critical Course signified by ★ A critical course is required and predicts success in the program

Fall or Spring

Course # and Title	Pre- and co-requisites	Major Units	GE Units	GE Area	Elective Units	Achievements, Next Actions, & Course Notes
1						
2						
3						
4						
5						
6						
7						
8						
Unit Sub Totals						
Grand Total Semester Units						

Semester 6

Critical Course signified by ★ A critical course is required and predicts success in the program

Fall or Spring	Course # and Title	Pre- and co-requisites	Major Units	GE Units	GE Area	Elective Units	Achievements, Next Actions, & Course Notes
1							
2							
3							
4							
5							
6							
7							
8							
		Unit Sub Totals					
		Grand Total Semester Units					

Semester 7

Critical Course signified by ★ A critical course is required and predicts success in the program

Fall or Spring	Course # and Title	Pre- and co-requisites	Major Units	GE Units	GE Area	Elective Units	Achievements, Next Actions, & Course Notes
1							
2							
3							
4							
5							
6							
7							
8							
		Unit Sub Totals					
		Grand Total Semester Units					

Total Units to Complete Program: _____

Program Requirements:

Program Electives:

Program Electives:

Course # and Title, Units	Course # and Title, Units	Course # and Title, Units

Reflections or Thoughts to Share: After completing this initial step in the Inventory Project, please share your thoughts, insight, realizations etc.

Music (AD-T) [Music dept./CASS div.; sample=FT student]

Semester 1	Critical Course signified by * is a critical course is required and predicts success in the program				
Fall Y1	Course # and Title	Pre- and co-requisites	Credits	GE	Achievements, Next Actions, & Course Notes
1	MUS 131 - Harmony I*	MUS 100, 301, 401, or 371	3	x	15-17 Total Units. MUS 131 and 111 only offered in Fall. MUS 301 recommended if needed. GE=Area 3A (Caveat: beginning here is dependent upon students having met the pre-req - either through taking it elsewhere, or knowing they can take a short assessment test to show equivalency)
2	MUS 111 - Musicianship I*	"	1		
3	MUS 430 - Ensemble (or 452 or 470) *		1		
4	MUS 501 - Studio Lessons 1 *		1		
5	MUS 301 - Piano 1		2		
6	GE #1, #2 & #3 (effectively only 2 additional GEs - 131 double counts)			9	
		Total	6-8	9	

Semester 2	Critical Course signified by * is a critical course is required and predicts success in the program				
Spring Y1	Course # and Title	Pre- and co-requisites	Credits	GE	Achievements, Next Actions, & Course Notes
1	MUS 132 - Harmony II *		3		16-19 Total Units. MUS 132 & 112 only offered in Spring. MUS 302 recommended if needed.
2	MUS 112 - Musicianship II *		1		
3	MUS 430 - Ensemble (or 452, or 470) *		1		
4	MUS 502 - Studio Lessons II *		1		
5	MUS 302 - Piano 2		2		
6	GE #4, 5, 6 (one w/lab)			10-11	
		Total	6-8	10-11	

Semester 3	Critical Course signified by * is a critical course is required and predicts success in the program				
Fall Y2	Course # and Title	Pre- and co-requisites	Credits	GE	Achievements, Next Actions, & Course Notes
1	MUS 133 - Harmony III *		3		15 Total Units
2	MUS 113 - Musicianship III *		1		
3	MUS 430 - Ensemble (or 452, or 470) *		1		
4	MUS 503 - Studio Lessons III *		1		
5	GE #7, 8, 9			9	

Semester 4 Spring Y2	Critical Course signified by ★ A critical course is required and predicts success in the program					
	Course # and Title	Pre- and co-requisites	Credits	GE	Achievements, Next Actions, & Course Notes
1	MUS 134 - Harmony IV *		3		
2	MUS 114 - Musicianship IV *		1		
3	MUS 430 - Ensemble (or 452, or 470) *		1		
4	GE #10, 11, 12			9	
	Total		6	9	15 Total Units

	Total	6	9

Major Credits - 24-28
Required: 24
Recommended: +4 (if needed - piano)

GE Credits
37-38

Total Credits for Degree
61-66

Guided Pathways at CSM

student-centered • equity • empowerment

Vision Statement

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

Highlights to Date: Inquiry Phase

Winter-Spring 2017	Conducted student focus groups and surveys with Career Ladders
Summer-Fall 2018	Collected student achievement data
Fall 2018	Adopted four pillars of guided pathways
Spring 2019	Created design principles
Spring 2019	Created mapping toolkit for educational pathways
Summer 2019	Hired Interim Director of Guided Pathways

Next Steps: Design Phase

Fall 2019	Inventory/map degrees and certificates
Fall 2019/Spring 2020	Identify meta-majors (areas of interest)
Spring 2020	Launch Student Services project offering proactive and integrated student support
Ongoing	Engage in professional and leadership development (e.g. Leading from the Middle workshops, Strengthening for Student Success Conference, etc.)

Meeting Schedule

Please join us! Guided Pathways meetings are open to all.

Transformation Team	2nd Wednesday each month, 2-4 pm, 18-206
Steering Team	4th Wednesday each month, 2-4 pm, 18-206

Guided Pathways Leadership

Allie Fasth
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The Four Pillars of Guided Pathways

clarify

Make it clearer and easier for students to plan their educational path

access
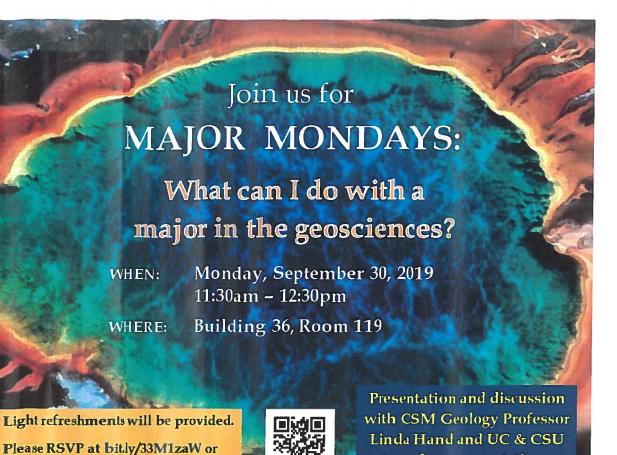
Recruit, enroll, and support students to provide equitable educational opportunities

persist

Help students along their educational journey and support them when they face challenges

achieve

Ensure that learning is happening with intentional outcomes and work toward eliminating equity gaps

College of San Mateo

Join us for
MAJOR MONDAYS:
What can I do with a major in the geosciences?

WHEN: Monday, September 30, 2019
        11:30am – 12:30pm

WHERE: Building 36, Room 119

Light refreshments will be provided.

Please RSVP at bit.ly/33M1zaW or scan the QR code at right.

Presentation and discussion with CSM Geology Professor Linda Hand and UC & CSU transfer representatives