



**Modesto Junior College**  
**Student Services Council**  
**October 25, 2013**  
**Student Services 203**  
**10:00 am – 12:00 pm**

<b>MEMBERS</b>	<b>Representing</b>	<b>Present</b>	<b>Absent</b>
Brenda Thames	VP of Student Services/Chair	✓	
Francisco Banuelos	Associate Dean, Special Programs	✓	
Lorena Dorn	Dean, Counseling & Student Services	✓	
Peggy Fikse	Student Financial Aid	✓	
Brian Greene	YFA	✓	
Abigail Heras	ASMJC	✓	
Lisa Husman	Recorder	✓	
Bryan Justin Marks	CSAC	✓	
Ross McKenzie	Academic Senate	✓	
Pedro Mendez	Dean, Technical Education & WFT		✓
Christian Ochoa	ASMJC	✓	
Kathie Ratto	CSEA	✓	
Martha Robles	Dean, Enrollment Services		✓
Layla Spain	Academic Senate	✓	
Araceli Zarate	CSEA	✓	

<b>Alternate</b>	<b>Substituting For</b>
Mark Anglin	Pedro Mendez

<b>Vacant Position</b>
2 Academic Senate Seats

**1. Review of Agenda**

Agenda approved with no changes.

**2. Review of Minutes**

Araceli Zarate advised that she was at the April 2013 meeting in place of Elizabeth Hondoy. With that correction, Brenda Thames moved to approve the April 2013 and September 27, 2013 minutes. Bryan Justin Marks seconded that motion.

**3. Action and Discussion Items**

**a. Review Board Policy Draft 6530, 5055, 2350 & 2345**

There was no additional feedback regarding these policy drafts. They will go before College Council and then be forwarded to Administrative Council.

**b. Assessment: SLO's, SAO's, ILO's, AUO's**

Lorena discussed outcomes assessment for the Student Services division. Student Services has both instructional and non-instructional components. Therefore, we assess both CLOs (Course Learning Outcomes) and SSLOs (Support Services Learning Outcomes). Students take courses that are offered out of the Student Services division. Our courses have CLOs. The CLOs must be tied to the ILOs (Institutional Learning Outcomes). Courses in Student Services do not meet any general education requirements and are not required for any majors at MJC. Therefore, our CLOs are not tied to any GELOs (General Education Learning Outcomes) or PLOs (Program Learning Outcomes). However, our CLOs are tied to ILOs. Outside of the classroom, all 13 of our programs in Student Services teach students via our programs' activities such as student appointments and workshops. We measure these learning opportunities with SSLOs. The SSLOs must also be tied to ILOs.

Last month the Student Services managers reviewed all assessment data from all 13 of our programs. In addition to CLOs and SSLOs, our programs also had SAOs (Service Area Outcomes) which we had used in place of AUOs (Administrative Unit Outcomes). Previously we set up the SAOs to measure the office effectiveness/efficiencies, customer service, etc. After our review we made the following decisions regarding our future assessments. We determined that each of our programs would reshape our SAOs so that they would reflect the teaching and learning that occurs in our areas and foster our mission statements. We would also adopt the AUOs of the MJC Office of Student Services in each of our departments. These AUOs originally started off as goals for the division and are about providing better services to students.

They are the following:

1. Student Services will increase student access to online services.
2. Student Services will improve the usability, ease of navigation and satisfaction of the end user of the services available online.
3. Student Services will review the CCSSE data and identify specific outcomes to address.

These can be found at: <http://www.curricunet.com/mjc/search/outcome/>

Brenda stated she believes it's appropriate for this council to set a deadline to see these learning outcomes online by a February 28, 2014 deadline.

There was discussion if these learning outcomes would only be reported out through accreditation or other access areas as well. Brenda stated it would not be strictly through accreditation and that data will be collected through this council and will be able to be viewed on the CurricUNET website.

The Student Services outcomes assessment results can be found on CurricUNET just as they are for all other outcomes of the college. The website is [www.curricunet.com/mjc](http://www.curricunet.com/mjc).

These can be found at: <http://www.curricunet.com/mjc/search/outcome/>

Note: Research pulling results to S.S. page w/ link

**c. Student Success & Support Program Implementation Summit summary**

Brenda Thames spoke about the Student Success & Support Program Implementation Summit.

- This program will be focusing on services with matriculation money going towards these services:
  1. Assessment
  2. Orientation
  3. Counseling
  4. Advising
  5. Follow up (with student who aren't doing well)
- The plan is to re-envision these areas focusing on completion which would be constituted by a degree, certificate or transferring and all students will be required to declare a major.
- Funding will be based on:
  - Abbreviated education plan
  - Comprehensive education plan

**1. Below is an overview of the slide presentation:**

**A. California Challenges**

- Less than 30% of students are college-ready.
- Only 53.6% of degree-seeking students ever achieve that goal.
- Of students who plan to transfer only 41% are successful.

**B. Student Success Task Force**

“Recommendations present an opportunity for transformative change that will refocus our system’s efforts and resources to enable a greater number of our students to succeed.”

\*\*There was a brief discussion regarding basic skills and the accountability of the K-12 system transitioning into MJC. Partnering with K-12 was mentioned regarding focus on and benefit to students.

**C. Key Recommendations**

- Increase college & career readiness
- Strengthen support for entering students
- Incentive successful student behaviors
- Align course offerings to meet student needs
- Improve education of basic skills students
- Align resources with student success recommendations

**D. Magic Practices**

- Learning Communities
- First-Year Experience
- Contextual Instruction
- Project-Based Learning
- Supplemental Instruction
- Student Success Course
- Dual Enrollment
- Early College High School

**E. Best Practices**

Adopting discrete “best practices” and trying to bring them to scale will not work to improve student completion on a substantial scale. –Dave Jenkins April 2011-CCRC

**F. Guidelines for Student Success**

1. Every student will make a significant connection with another person at the college as soon as possible.
2. Key intake programs including orientation, assessment, advisement, and placement will be integrated and mandatory.
3. Every student will be placed in a “Program of Study” from day one; undecided students will be placed in a mandatory “Program of Study” designed to help them decide.
4. Every student who enrolls to pursue a certificate, degree, or who plans to transfer will work with college personnel to create a Student Success Pathway—a Roadmap to Completion.
5. Every student will be carefully monitored throughout the first term to ensure successful progress; the college will make interventions immediately to keep students on track.
6. Students will engage in courses and experiences designed to broaden and deepen their learning.

**Agenda item for next meeting: Exemptions**

\*\*There was discussion regarding “Early Alert” and if the system is actually functional at this time. Kathie Ratto will check into this.

Lorena stated early alerts to students could be triggered by counseling, health services, and tutoring and this would be a way to reach out to students who are not attending their classes.

Ross mentioned that at a certain point in the semester, instructors are directed to clear their role book so they are checked off as no longer here for financial aid, etc. He stated it would be helpful to have an additional check box stating the student is still here and attending but need assistance.

**G. SuccessNavigator—ETS**

Knowing whether a student will succeed in college requires a holistic understanding of a student’s strengths and vulnerabilities in areas such as motivation, social support, and time management.

**H. What is Success Navigator?**

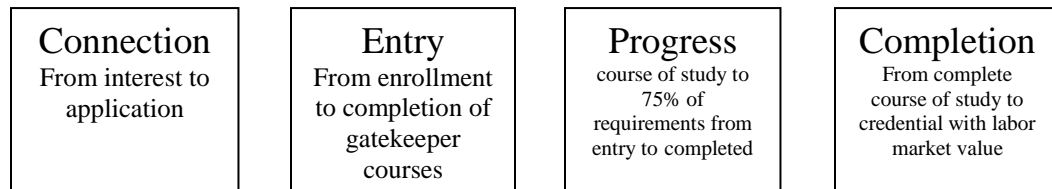
- A 30-minute online assessment for incoming students
- Better placement in college level or developmental courses
- A model for early warning, advising, and acceleration

[ets.org/successnavigator](http://ets.org/successnavigator)

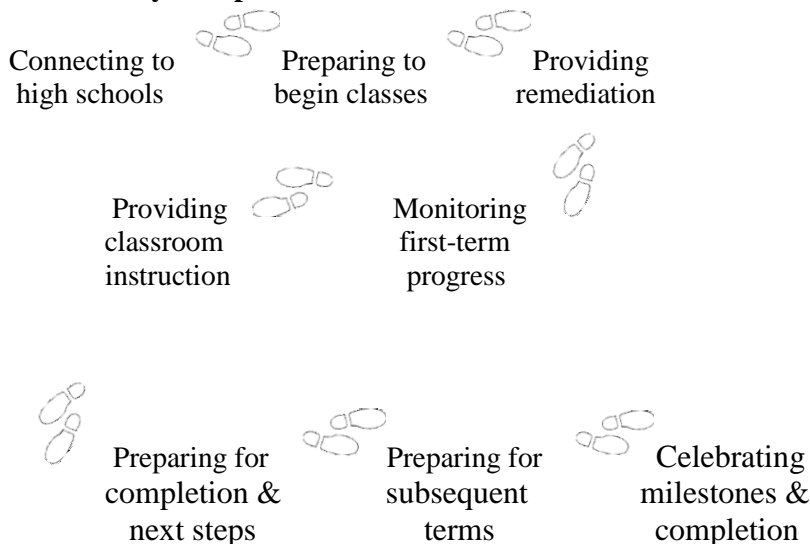
[ymonaghan@ets.org](mailto:ymonaghan@ets.org)

**Research: Is Success Navigator available in other languages?**

**I. Success Pathway Student**



**J. Pathway Components**



\*\*There was discussion regarding the percentage of students that come to MJC directly from high school (graduate in June and start MJC 2 months later in August) verses students coming here for the first time excluding dual enrollment students.

Francisco was able to look up some quick statistics in the meeting: 2,924 students that graduated in 2011 enrolled at MJC in 2011-12 and 2,709 students that graduated in 2012 enrolled at MJC in 2012-13.

Gather data from discussion above.

#### **K. Roadmap Project Pathways**

- Salt Lake CC—Roadmap Action Plan
- Prince George’s CC—Road to Success
- Lane CC—GPS/Guide to Personal Success
- Miami-Dade—Roadmap to Completion
- Mt. San Antonio CC—Digital Roadmap
- Valencia College—LifeMap
- Harper College—Student Lifecycle
- Indian River—Individual Advising Plan

Ross McKenzie inquired if the above colleges utilizing “Roadmap Project Pathways” were also open access colleges.

Research: Are other colleges also open access?

#### **L. Core Mission of Education**

In the final analysis our work is about improving and expanding student learning through quality services and quality teaching.

Completion is a valuable by-product of that work.

### **2. Additional Clerical Position**

Brenda spoke to the fact that in order to move forward and be able to gather the baseline data of students we’re serving, she’s proposing that the Student Services Council recommend and additional clerical person in the counseling office. This person would be a 100% employee. Brenda advised that what Student Services Council decides to do with their allocation is a preference not an executive decision.

There was discussion in having Resource Allocation Council weigh in on this decision informing them the funds are to be spent on:

- a. Assessment
- b. Orientation
- c. Counseling
- d. Advisement

Allocation for this fiscal year is \$800,000 which is categorical grant funded money.

The ramification of not getting counseling more help to facilitate the gathering of data we need would be devastating to future funding. If the funds are not used as mandated we would be penalized.

Notification needs to be made to Instructional Council that we have a vacancy that needs to be filled or we will be penalized.

Mark Anglin stated that the Instructional Council work group meets this afternoon. He stated if it is finalized today he could take back to the actual Instructional Council next week.

**d. Review recommendations and finalize Draft Priority Proposal document**

The finalized and approved Priority Proposal document is below:

Priority Proposal

Registration priorities shall be based on the following criteria.

*For registration priorities 1 through 4, the following academic standards apply: Students who are fully matriculated by the college established deadline, and who have no more than 100 degree applicable units, and who are in good academic status.*

Priority Level 1

- Member or former member of Armed Forces or Military Reserves
- Foster youth or former foster youth
- Students certified to participate in Cal Works by the college established deadline
- Students certified to participate in DSPS by the college established deadline
- Students certified to participate in EOPS by the college established deadline

Priority Level 2

- Students belonging to groups/programs that otherwise require priority per external mandates and college agreements that have been approved through college administrative processes. The processes would be developed and defined by college student success work groups and then reviewed by College Council.
- Students in final semester
- Fully Matriculated New First Time Students who place into English 101 and Math 89 or 90 defined through the college assessment process.
- Athletes & other groups currently receiving priority that do not fall into newly revised categories. (Athletes would be eligible until the established date of spring 2015 semester.)
- Advanced Education students (concurrently enrolled in high school)

\*Priority registration dates for these students will be allocated during priority level 4.

Priority Level 3

- Eligible students continuing from prior semester and newly matriculated students who do not meet requirements of any of the newly revised groups above based on number of units completed at the college

Priority Level 4

- New to college (not fully matriculated), new transfer, returning and transfer students

Priority Level 5

- Open Enrollment

There was a discussion regarding the group feedback on the Priority Proposal document. Feedback from counseling was that so many students are getting priority registration but what about the remaining students? It was mentioned that the number of priority registration students would drop lower if testing into Math 100 was a requirement. With a statistic of 54% of students failing Math 90 and having to drop it, how does that make them a priority the next semester since they possibly only completed 6-7 units in their prior semester (for first semester students)? There was an inquiry if we had the statistics on how math students did in their math classes if they actually tested in to that particular math class or had to move up into that math class. Those statistics were not available.

Foster youth priority was discussed. Kathie Ratto receives a document from Stanislaus County regarding foster youth applicable students. The question was asked if this was for current foster youth students or do prior foster youth apply as well? Kathie also confirmed that if all priority level 1 students have 0 units, their priority would then be based on application date.

**Research: Foster Youth legislation.**

After discussion, the above document was approved.

#### **4. 2013-2014 SSC Meeting Schedule through spring 2014**

Lisa Husman passed out a Student Services Council meeting schedule for meetings through April 25, 2014. The council will meet in Student Services Conference Room 203 from 10:00 am – 12:00 pm on 11/08/13, 12/13/13, 02/28/14, 03/14/14, 03/28/14, 04/11/14 and 04/25/14.

After speaking to James Todd, Academic Senate President, Lisa reported that there should be four Academic Senate seats on the Student Services Council. Ross McKenzie and Layla Spain are currently filling two of those seats. Lisa also confirmed that Bobby Hutchison and Burt Shook are no longer serving on this council leaving two open Academic Senate seats.

#### **5. Standing Reports**

No standing reports at this meeting.

#### **6. Public Comments**

No public comments at this meeting.

#### **7. Announcements**

No announcements at this meeting.

#### **8. Adjournment**

*Next Meeting: November 8, 2013 at 10:00 am, Student Services, Room 203.*