

Guidance, Resources, Integration, and Transformation Committee Meeting

March 11, 2020

2:00-3:00 PM

AC 229

Present: Bea Cazares; Gina Cullen; Maria Coulson; Hugo Guillen; Tonya Hersch; Andrea Hunter; Ellen Shaw; Sadika Sulaiman Hara

Resource: Emy Bagtas; Ryan Byrne; Jonathan Eldridge; Jon Horninek; Melanie Palomino; Anna Pilloton; Holly Shafer; Beth Sheofsky; Julian Solis

Absent: Alexander R Jones

Minutes

- Minutes from 2/26/2020 meeting approved.

Agenda

- Agenda approved for the current meeting.

Introductions

- Welcome by Tonya Hersch. Overview of GRIT and Student Equity Plan, Student Equity Plan activities and Chancellor's Office based metrics by Tonya Hersch.
- Introductions of Committee members and Resources Retaining Students/Academic Probation Support

Retaining Students/Academic Probation Support

1. **Increase number of outreach activities conducted by counselors throughout the semester.** Members reported that the Counseling department had contacted students on Academic probation via phone calls. Messages were left for those not reached inviting them to make an appointment with the Counseling department. Counseling department plans to follow up with a second call to those who were not reached the first time. Enrollment services also emailed and texted students on A.P. Member and Resource feedback included reaching students not knowing that they were on A.P., students that had already transferred, and students who made appointments. The downside was that it was hard to reach students.
2. **Monitor and assess academic student progress for early intervention.** Enrollment services has been dropping students on dismissal, and the probationary period has been revised from three semesters to two. COM is reaching out earlier to students, before their GPA's become unsalvageable. The committee discussed ways to identify risk factors without profiling. It was suggested that a questionnaire with

three questions referencing previously identified risk factors could be developed. It was noted that we would need to go beyond asking questions, we would need a plan for follow-up, possibly with referrals, we would need to consider what resources we have to follow up after the questions. It was noted that ComCares procedures include assigning a point person for each student.

3. **Develop academic support strategies for students.** Strategies suggested during brainstorming include linking academic support strategies with College Hour activities, opening these supports to the entire student body, bringing more student Ambassadors on board for workshops, referring students to office hours and tutoring, rebranding workshops, and having workshops led by students who have recovered academically after being on dismissal. Ideas suggested tied in with Activity 5, delivering these modalities around a time line. Ryan brought up the need to collect participation data and develop assessment tools to evaluate effectiveness both from the student and the COM point of view.
4. **Utilize varying methods of communication for students.** This activity was covered in the discussion of the other previously discussed activities.
5. **Evaluate and pilot delivery modalities for just-in-time information and timeline reminders as well as targeted essential skills that are mapped by week of the semester.** Members agreed that the current online orientations contain too much information. Member proposals included mini orientations, bringing the events outside, co-leading with students, partnering with learning communities, topic specific videos with referrals to student learning communities, athletics etc., turning the process around and instead referring, have someone reach out to the student, and more departments participating in out-of-office office hours and other cultural changes, i.e. student hours rather than office hours. Ryan suggested collecting data points to explore the number of contacts and connections necessary to create student success.

Transfer to a four-year institution

1. **Outreach to students undecided on majors or on academic probation/progress probation or dismissal for federal aid or California Promise.** Members agreed that this activity had not been initiated. However some of the same strategies being used to build out the career clusters might be applicable in assisting undecided students in making their major choice. Choose a major workshops and HUM 101 and COUN 130 also assist undecided students. Members discussed the difficulties inherent in defining the number of undecided students at COM, many students pick a major while still undecided. COM could help students know that they are still undecided. Members suggested creating check in points, suggesting 3rd semester and 12 units as options. At these points students would be approached regarding exploring their career and degree options and offered help with this exploration. It was agreed that this exploration is facilitated by a relationship with a learning community or a counselor.

Members continued to consider this activity, suggesting that activities and events that aligned with student groups are more impactful, better alignment eliminates redundancy and streamlines efforts,

and that interdepartmental and disciplinary communication were fundamental to developing successful activities.

Enrollment services brought the discussion back to orientations, asking that members think about the messages they want to communicate. Once Enrollment services receives the messages and timelines from members and resources these can be built and distributed to the student body. It was suggested that we bring in more student groups to participate in creating these messages. Outreach provided feedback that they hear from students that students wish they had been more directed initially, that exploration is great and direction is better.

Jon H. offered that fixing the pick a major piece of enrollment was the first step. Members agreed that case management should also be explored as well as a hybrid approach that includes creating pathways that direct student/counselor connection, outreach to students on probation, classroom visits by counselors, counseling office pop-ups at HUM 101, Community Hour and at every event, focusing on returning students, and that continued efforts to develop the meetings between counselors and majors could include conversations about the role of faculty advisors as part of the dialog.

2. Explore best practices to support students on probation. See Activity 1.

Meeting was Adjourned