MINUTES
February 28, 2013
10:00 AM – 12 noon, Room 707

Attendees: Kathleen Allen, ValJean Dale, Katrin Field, Philomena Franco, Paulette Lino, Kathryn Linzmeyer, Roberto Mendez, Stacey Moore, Becky Plaza, Gerald Shimada, Ernesto Victoria, Jeannine Wilson and Bella Witt

Meeting started: 10:06 a.m.

I. General Updates
VP Shimada announced that next week’s meeting will incorporate the Student Success Act Implementation Update Webinar scheduled from 10:00 am to 11:30 am. We can join the conversation and then afterwards the group can have a discussion. The SSAG meeting needs to convene at 9:50 am so we will all be ready for the webinar.

II. Strategic Plan “Wheel”
Sandra Genera shared the outcome of her PRBC workgroup meeting yesterday in which members discussed why our students are not finishing their educational goals at Chabot in a timely manner. Why are there bottle necks? Some of the dialogue included the following:

Access
She said the workgroup realized that although the college has been talking about “access” for so many years, what our students need now is “access to complete”. Most of our students do not have access to their classes or their resources. They do not have access to a sense of community on campus. She said “access to the campus does not equal access to equity and success. For example, access to financial aid information, access to class web, access to register for classes, access to priority registration, etc. “Why it is that only certain students have access to information and not the majority?” Sandra said that our Institutional Research Department already has a lot of data as to why our students are not completing.

Our current services, Sandra said, provide access on a first come, first serve individualized manner. For example, if a student asks us a question, we will give him/her the information they need. But if the student next to him/her does not ask the same question or asks it in a different manner, that student may or may not receive the same information. Chabot does its best to inform students with our Early Decision program, but Sandra asked how much of the information given to these students in March & April are actually retained by these students in order for them to move efficiently through our system.
As the workgroup was studying the “wheel” and how students “swirl” through our system, the topic turned to how we can get faculty to “buy in” so that everyone is on the same page and are able to provide important information to all our students.

Ernesto Victoria commented that the bulk of our students need more attention; need help in accessing in a “true way” what they need to be successful as they go through Chabot. Ernesto added that we need to think of ourselves as “working in Nordstrom” to some degree. Ernesto said we may be giving our students only “what they are asking for” and then we refer them to different departments. Therefore, he said it’s important that we familiarize ourselves to what each other does so we can limit the number of times students have to go “from one department to another” and eliminate the feeling of being shuffled around. He said students really appreciate it when we go out of our way to help them.

ValJean Dale added that we also need to look at a student’s life situation as well. Students deal with a variety of issues such as mental health, being homeless or caring for their parents or siblings. A student’s health and wellness play a critical role in his/her success. So we need to take a holistic view of the student when we formalize our new strategy for student access and retention.

Jeanne Wilson stated that many people do a lot of good things on campus, but most of campus personnel are not fully aware of it, so she suggested that it would be beneficial to dedicate a portion of time during Flex Day or Convocation where everyone goes to a simulated process of matriculation; where groups are given a tour of departments to see and learn about what each area provides to students.

**NOT ENOUGH RESOURCES**
With our diminishing staff and hours we can no longer serve students on a one-on-one basis.

**STUDENTS DO NOT KNOW HOW TO ACCESS SUPPORT**
Where do students go to access support? We need to have better and more consistent signage on campus.

**UNABLE TO ACCESS/REGISTER FOR NEEDED COURSES**
Students are not able to take the classes they need for their majors because those required classes are offered at the same time. Sandra gave an example of when she worked with a math and science team in which the teachers had to take a Student Education Plan (SEP) that a counselor developed and plan out a schedule of classes each student had to take for their major. The teachers discovered their math and science class were offered at the same time so that the students could not take the courses recommended by the counselor for that semester. It was an eye opening experience that led to a faculty dialogue about when and how we are going to be offering classes.

**STUDENTS ARE NOT CONNECTED/ENGAGED ONCE ON CAMPUS**
Chabot is a commuter school. We do not have a residential program.

**STUDENTS ARE WANDERING AND SWIRLING**
Students are going through Chabot “swirling” and not able to grasp onto something tangible that will enable them to move forward. However, Stacey Moore pointed out that “swirling” is a natural process students go through in order to discover what they want to do. Sandra agreed, but suggested that we should be able to provide students, who do express an interest in a particular
area (i.e. medical or business field), a list of classes to take during their first semester that will help them clarify or solidify their educational goals.

VP Shimada expressed the importance of mentoring a student and how it goes a long way in helping the student succeed. He said study groups are also important and can often alleviate the isolation students feel especially in their first year in college.

ValJean added that we should have more peer advisors, especially in areas we see more students struggling. Peer advisors can arrange welcome sessions for incoming students, facilitate study groups, and send out email reminders of workshops and events. We are under-utilizing our student resources and peer advisors may provide the connection and impetus that will encourage students to be more engaged while they are on campus.

**EXPLORE INTEREST AREAS**

Students want to learn and discover areas of interest but do not know how. Where do they get the information?

Sandra said the conversation will be ongoing. The next step is to look at the wheel and discuss what other components do we add? How do we address the “undecided” students? How do we adjust the basic skills classes, intro classes and general education? How do we contextualize basic skills into the interest areas? Sandra explained that contextualize means that if a student for example is interested in business, then a basic skills math will incorporate a business theme; a basic skills English class will use language students are going to hear in their business classes.

Sandra said Tom Clark is leading a PRBC workgroup that will look at applications and they will minimize the majors into smaller interest areas.

**CALIFORNIA CAREER CAFÉ**

Sandra said the California Career Café, a website where students can take self-assessment tests to discover their strengths and talents and then explore different career opportunities, has 15 different interest areas by federal labor sections. And although our state funding may diminish, there are many various grants available to us.

**HOMEROOM COMMUNITY**

Another initiative introduced at PRBC by Tom DeWit is the creation of a “homeroom community”. Faculty who have specific interests or hobbies (i.e, bike riding, scrap-booking, crocheting) will offer a class so students with the same interests/hobbies can join the class and then they will talk about how to learn and go through our system. This program will be piloted to new students or Early Decisions students.

**EMBEDDED SUPPORT AREAS**

In the center of the "wheel" are the possible embedded support areas (i.e., multi-disciplinary learning teams, learning connections, career counseling, faculty and peer mentors, clubs, etc.) that will focus on a particular major/interest area. Counselors will be able to do one-on-one and group counseling. With a group of dedicated students interested in one area, counselors can better tailor their recommendation of academic courses and provide focused workshops.

In conclusion, Sandra said we need to know what our students’ needs are so that we can offer and customize classes in accordance to their needs.
III. Other

**UPDATE ON EARLY DECISION PROGRAM**
Katrin Field said we received 880 applications. The deadline to apply for admissions is March 15th. She said we need to fill 500 spots and to date only 300 students have made appointments.

Meeting Adjourned: 11:10 a.m.

Next Meeting: March 7, 2013 and will convene at 9:50 am

**BW**

Handouts
---Draft of Chabot New Pathway Model (Restructure Option) and copy of PowerPoint presentation
---PRBC Workgoup list of why students are not completing their Chabot education in a timely manner
---Email memo regarding the Student Success Act Implementation Update Webinar on March 7, 2013 @ 10:00 am