

SSEC Retreat
August 13, 2010
The Ostash House
700 N Randall Street
8:30AM– 12:30PM

AGENDA

8:00 – 8:30 Continental Breakfast and Welcome

8:30 – 9:30 State of the College—Jill Board

9:30 – 10:30 Student Services

- Vision and Goals
- Program Review
- Accreditation

10:30 – 12:00 Planning, Reporting, and Data

12:00 – 12:30 Lunch and Wrap-up





Student Services Executive Council Retreat

MINUTES

5-April-2011

Call to order at 9:30 AM.

In Attendance:

Paula Suarez
Dave Cornell
Deanna Campbell
Kimberlee Schwartz
Penny Talley
Kathy Salisbury
Erie Johnson

Absent:

Rick Post
Heather Ostash
Joann Spiller

Guest attendee: Tina Tuttle, Institutional Researcher

- I. **Approval of Agenda**—there was no formal agenda for this meeting. We worked from an email sent out by Heather.
- II. **Review of Minutes and Action Item Chart**—this was a working retreat, so we did not review the minutes or action item chart.
- III. **Registration Update**—Dave reported that Heather had already initiated a discussion, via email, pertaining to registration process and Waitlisting. Dawn Fidel and Deanna Campbell responded to that message. One of the things they looked at, relative to what they could correct, included verbiage from 2010 pertaining to how we handle waitlists and registration; that language was updated this spring. One of the changes is that students must register by 8:00 p.m. on the first day of class; otherwise, they will be dropped by the instructor.

Most of the proposed registration dates are nearly ready to be approved by the Board of Trustees. The group also discussed issues with the 10, 20 and 30% processing dates. The A&R directors are meeting April 21st, so those dates for summer and fall should be finalized by the first week of May. Deanna noted that one of the issues with the 10-30% processing dates is that high school counselors are already beginning to receive concurrent enrollment forms and exact census dates are not yet available. There is a big push at ESCC to get the high school counselors to sit down with each concurrently enrolled student and his/her parents and go over the form to ensure they understand it, it is completed correctly, and they fully understand the relevance of the 10-30% dates. Deanna wanted to know if there was any way to have the census information available prior to the beginning of open registration. Dave responded that once the Board of Trustees passes the dates, he can send them out via email, but he is not sure how quickly the information will actually be posted to the website.



Late start classes are also a little problematic; the census dates associated with late start classes aren't really published. Instructors will have the information from BanWeb, but it isn't really published per se.

Paula announced that concurrent enrollment is being pushed back to a later date; Heather has given permission to delay concurrent enrollment until two weeks after open registration. Counseling is pushing the date back in order to give priority to the Cerro Coso continuing students. High school students should have a very low registration priority when we have full classes and reduced number of sections. It was clarified that high school seniors are not concurrent students; therefore, their registration priority would not be affected like the concurrently enrolled students. The new concurrent enrollment dates will be announced at the Counselors' Collaboration meeting this Friday. Open registration begins April 28th so Thursday, May 12th is the first date concurrent students will be able to enroll. Additionally, concurrently enrolled students will be restricted to one class only unless they are a senior and have previous history of successful attendance in college courses, in which case, they can enroll in two courses. Paula stressed that all counselors will hold firm to these guidelines. Special programs, such as the ECHO Program at KRV, will not be affected and will continue as they have during previous semesters.

Dave reported that Charlie has not gotten back to him yet regarding automated email. He is still working on that issue. The primary question was whether or not the information included in the automated email is still current.

- IV. **Student Services Staff Predictive Exercise**—council members participated in this exercise by completing a survey-type form pertaining to the use of, satisfaction with, and importance of various student services offered. We were directed to answer the questions, providing the response that we predict and hope the students will give. When completed, the survey can be used to compare against our CCSSE results. Any gaps between student response and student services staff response will help to facilitate discussion about possible institutional changes. Completed forms were given to Kathy Salisbury so she can format the responses into one summary document.

ACTION ITEM:

- Kathy will summarize the survey responses and provide the results to Heather.
- V. **KCCD Strategic Plan**—a handout of KCCD's draft Strategic Plan for 2011/12 – 2014/15 was provided. Paula stated that there had been some concerns voiced at Academic Senate pertaining to the communication plan. Council members took several minutes to read over the tentative plan and then provided their feedback and input:
- Add a coma after the word *morale* in Objective 2.2
 - Concern regarding Objective 5.1 pertaining to maintaining an annual District-wide reserve of *at least* 10%. Concerned that the language leaves it wide open to become a much higher rate.



Would like to see language that would establish a minimum/maximum boundary, i.e., 10% to 15%. Anything beyond that should be invested in our colleges.

- Objective 5.3 needs clarification. Does the 10% over baseline refer to individual colleges or District-wide?
- Unclear about Objective 6.2 where it states *increasing District by 10%*. Does it mean District-wide or each college within the District?
- Overall, would like to see more comprehensive language that clarifies between District office vs. KCCD as a whole. From an internal perspective, many of us think of the District office instead of KCCD when we read the word District.

VI. **Student Services Success Plan:**

Council members read, reviewed, and discussed the draft Student Success Plan handout that was provided. Tina Tuttle was present to discuss data needs and provide suggestions for the approach and how to assess the outcomes. As the document was discussed, suggestions were made:

Goal 1—

- Correctly spell the word *create* on second line.
- Under *Strategies*, second bullet, correct the word *profession* to *professional*.

Concern was voiced about the fact that one of the strategies states, *more fully implement cross-training of staff and faculty between departments*, but we have not come up with a specific plan for how that will be accomplished, although It's been talked about all year. The goal is for all Student Services staff to be able to respond in an informed way when answering students' general questions. That discussion prompted the question of if and/or how that will affect classified staff and their contract. Paula clarified that the cross-training being discussed would be more general vs. detailed training; staff will not be expected to become experts in every department. The idea is to provide enough information to get the student started in the process and encourage them to come back and ask more questions by going to the specific department for detailed information. We want to avoid having prospective students walk away due to lack of information. This is a topic that could be discussed during the May all-staff meeting.

Goal 2—

- Under *Strategies*, add a bullet that states: ***Regularly survey students, staff, and community regarding student services.*** (Students will tell us where the holes are in our processes.)

Goal 3—no changes or suggestions.

Goal 4—

- Under *Effective Measure*, add two bullets:
 - ***Extended workshops to address student success issues, such as probation, disqualification, SEP, etc.***
 - ***One-Stop orientation at sites.***
- On the last bullet, change the word *Require* to ***Encourage***.



Goal 5—

- Under *Effectiveness Measure*, second bullet, add the word **goal** after educational and change the wording to read: *require them to participate in a strategic exploration and decision-making process **workshop** no later than the 2nd semester of enrollment.*
- Also under *Effectiveness Measure*, add three bullets:
 - **Provide probation/disqual workshops.**
 - **All-staff meetings**
 - **Encourage staff to attend appropriate conferences in areas of concern.**
- Under *Strategies*, add a bullet:
 - **Staff retreat at exotic location.**

Goal 6—

- Break the actual goal into two statements for clarity and easier comprehension.
- Under *Strategies*,
 - Correct first bullet to read **Director** vs. Direct
 - Complete language for Rationale.
- Under *Effectiveness Measure*, add two bullets:
 - **Create and maintain Outlook and visual calendar of workshops.**
 - **Number of Financial Aid applications will increase annually.**

During the discussion, Kim requested that the Early Alert form be modified to include a space for *Satisfactory Progress*.

Tina and the group questioned whether the Student Success Plan should be or would be linked to state-wide measures such as the ARC Report; no one was sure about that answer or what would be appropriate. Tina stated that she saw very little relationship between the ARC Report and the Student Success Plan. She further stated that the District Institutional Researcher Team (D.I.R.T.) is working on an unprecedented study pertaining to the 30 credit units that students complete; they want to model that outcome and try to identify the specific factors that lead to success (by those measures) vs. non-success. What do they need to transfer? Are there patterns in their admission or registration behavior? Are the students who completed four points of matriculation, more likely to succeed than the students who do not matriculate? They will be looking at various background and entry variables to determine if there is a relationship between those factors and successful completion. They will also look at first semester retention and success and how that relates.

Tina informed the group that she and Heather have discussed some training sessions over the summer pertaining to focus groups, interviewing, etc. She also noted that a lot of the data to be collected for what we're doing is not going to be easy to collect in a quantitative form. The training will provide us with a scientific look at qualitative data and that will help us be not so reliant on success and retention because that doesn't tell the whole story.



State officials have told the Institutional Researchers that ARC is going to be a growing standard of accountability. Tina cautioned that the danger of using ARC data to address ARC outcomes is the integrity of the data vs. college intervention data. Paula stated that most of the strategies will be truly implemented in fall 2011.

ACTION ITEMS:

- Paula will ensure the Early Alert form is modified as requested by Kim.
- Paula will email the revision to Kathy for breaking Goal 6 into two statements.
- Council members will provide any additional feedback pertaining to the Student Services Success Plan to Kathy Salisbury as quickly as possible.

CCSSE:

Tina Tuttle attended today's meeting to discuss the Community College Survey of Student Engagement (CCSSE). Currently, the proposed plan is to compare CCSSE results from one year to the next which implies we will be conducting CCSSE again next year. She reported that Faculty is unhappy with the possibility of having to complete another CCSSE Survey of Online Student Engagement because of needing to focus a lot of time and energy on accreditation preparation. Council members were advised that the KCCD Institutional Researchers, from all three colleges and District Office, are overwhelmed with the workload and are strongly recommending that we do not conduct the CCSSE again next year. Tina stated that the current series of surveys has taken approximately 25-50% of her time. Cerro Coso lacks the support staff that BC and PC has. They had approximately twenty people, including faculty, administering the survey; Cerro Coso has two people that work on the CCSSE. Tina strongly feels that with accreditation approaching, our challenges are too many for the *limited* benefit of performing CCSSE again next spring. The KCCD Researchers have requested feedback from campus leaders regarding their perspective on the issue.

Tina informed the group that we will also be conducting a *climate* survey next year regarding employee satisfaction. Plans are in the works to conduct a Survey of Online Students Engagement (SOSE) as well.

A lot of data can be captured in SARS and SARS reports can be generated to extract that data. This is something that is already being done, so it doesn't impact workload. However, it will be extremely important that SARS be "cleaned up" to ensure that SARS accurately reflects and that everyone is in agreement as to what it is reflecting, i.e., consistent use of all codes (reason and schedule codes, etc.) Tina doesn't have access to SARS at this time. During the discussion it was noted that we need to schedule a special SARS meeting to begin the clean-up process. We also need identify specific staff and then schedule a meeting date with SARS so they can come out and provide training on all the changes and new features included in the updated version that was recently installed.

SARS is already linked to Banner, but Tina wanted to know if it could be linked to the Data Warehouse. Dave attended a National Student Clearinghouse (NSCH) workshop and the presenter stated that the NSCH has captured data on 94% of all students and within 2-3 months, they expect



that number to be 98%. Dave did not know how far back, historically, information was available. He also stated that he would provide Tina with a contact name for future reference.

ACTION ITEMS:

- Tina will schedule a meeting with Kathy to review available SARS reports.
- Kathy will provide SARS access to Tina Tuttle.
- Kathy will provide the SARS contact information to Tina Tuttle.
- SARS meetings will be scheduled and pertinent staff identified to attend.
- Dave to provide Clearinghouse contact information to Tina Tuttle.

Student Learning Outcomes and Assessments:

Tina informed the council that she recently attended an SLO seminar at the District. Examples of the proposed Bakersfield College and Allan Hancock College Administrative or Student Services Unit SLO and Assessment Plans were provided; the handouts provided council members with formatting samples. She stated that numerous student services personnel and administrators that had specific questions about SLOs for student services and that is where the handout information came from. She has been working with Penny to determine what data is needed; they are waiting for some baseline data. There have been some issues with the program over the past couple of weeks and they are also waiting for those issues to be resolved. Tina stated that she did not have a presentation for today's meeting and that she was basically here to be a resource in case anyone had questions pertaining to data techniques, such as, what's valid in terms of collection, and what's appropriate for assessment. How are we defining success? What are the actions that lead to that success? Part of the challenge for student services is having some understanding of what factors contribute most to a given outcome. Tina volunteered to meet with council members, individually, to look over their respective SLOs and discuss whether or not to reframe them based on where the department's goals are.

One of the topics discussed that Student Services continues to struggle with is getting students to file for their certificates or graduation. This is not a process that happens automatically, rather, the students have to initiate it; we need to find a way to educate the students that they need to do the steps to complete their certificate/degree. This was suggested as a great SLO for Admissions & Records to have. Paula stated that we have students who complete certificates, but never initiate the process of conclusion for receiving them; therefore, the institution does not receive credit for those completions.

The topic of Degree Works was brought up as a means to resolve the certificate/graduation initiation; unfortunately, Degree Works discussion has been ongoing for several years but has yet to be implemented because it has to be District-wide and it is incredibly expensive. The time it would take to download all the data would be an amazing amount of work hours, which also results in spending big bucks for salary(ies). Tina suggested using a variety of "gorilla" marketing techniques to get the word out to students about initiating the process for certificate/graduation



completion. The group then spent time discussing examples of gorilla marketing that could be used and would be most effective on campus.

Dave informed the group that Sean James mentioned just last week that they are looking to have SunGard do a turn-key system. SunGard would be totally in charge of downloading all of Bakersfield College's data; BC has a lot of transfer/articulation data in their CAP system that would be downloaded into Degree Works for the college. Dave stated that the information he received indicated that we must engage the VPs on this topic if we want to get Degree Works implemented.

On March 23, 2011, Tina sent out an email that provided more in-depth information pertaining to Student Services SLOs and assessment. For everyone's convenience, that message has been pasted, in its entirety, below:

2 weeks ago I went to a conference at BC sponsored by the RP Group (research & planning Group). We submitted questions of material we wanted to talk about at the seminar, beforehand, and they delivered.

A few folks were from other colleges and looking at Student Learning Outcomes and assessment. The RP Group presented on, and then built a web resource page for us to take a look at what they had collected. I believe this particular page contains info related to Hancock college.

Here's the link: <https://www.filesanywhere.com/fs/Link.aspx>

Here is a quick and dirty 2 pager on all their SS SLOs:

STUDENT SERVICES PROGRAMS
Major Competencies and Student Learning Outcomes^[1]

COUNSELING

Major Competency 1: Students will be able to navigate the educational and student support services to enhance their success.

- 1.1 Students will be able to list at least three instructional support services.
- 1.2 Students will be able to complete the registration process.
- 1.3 Students will be able to utilize on-line resources.

Major Competency 2: Students will be proactive in the decision-making process and accept final responsibility.

- 2.1 Students will be able to identify barriers to their academic success.
- 2.2 Students will be able to identify strategies to overcome barriers to achieving academic success.

Major Competency 3: Students will be able to identify the necessary coursework for reaching their personal enrichment and/or educational goals.

- 3.1 Students will develop a plan that identifies coursework necessary to achieve their educational goal.
- 3.2 Students will be able to achieve the coursework necessary to achieve their educational goal.



FINANCIAL AID & VETERANS AFFAIRS

Major Competency 1: Students will use critical thinking to inquire about financial aid resources available to them.

- 1.1 Students will be able to comprehend financial aid application instructions.
- 1.2 Students will be able to identify deadlines and meet the March and November deadline dates.

Major Competency 2: Students will be independent and complete the financial aid required applications and various forms.

- 2.1 Students will be aware of financial aid resources.
- 2.2 Students will be able to access financial aid resources online.
- 2.3 Students will be able to fill out verification form and explanation of no/low income form.

LEARNING ASSISTANCE

Major Competency 1: Students will be able to navigate the available LASP services in order to enhance their educational success.

- 1.1 Students will describe the steps involved in requesting disability related accommodations.
- 1.2 Students will successfully request and use an appropriate disability related accommodation from a college instructor in a timely manner.

Major Competency 2: Students will demonstrate an understanding of LAP services that are related to their disability

- 2.1 Students will identify and describe functional limitations and appropriate accommodations that are related to his or her disability.
- 2.2 Students will demonstrate a learning strategy or describe accurately an accommodation that compensates for his or her functional limitations.
- 2.3 Students will demonstrate the ability to apply and adapt computer technology when related to a functional limitation of his or her disability.

Major Competency 3: Students will be able to identify the necessary support services and coursework for achieving their educational and/or personal goals.

- 3.1 Demonstrate the ability to navigate WebReg (the college's online registration system), the college course schedule, and the college catalog on the AHC website.
- 3.2 Identify and describe at least two campus student support services.
- 3.3 Identify and describe at least two essential requirements related to his or her educational goals.

NONCREDIT MATRICULATION

Major Competency 1: Students will be able to navigate the educational system.

- 1.1 Students will be able to list at least three services.
- 1.2 Students will be able to decode community education college publications.
- 1.3 Students will be able to use campus resources.

Major Competency 2: Students will be able to formulate their educational goal.



- 2.1 Students will be able to identify their educational goal.
- 2.2 Students will be able to apply their educational goal.

Major Competency 3: Students will recognize available noncredit services.

- 3.1 Students will be able to identify at least two noncredit programs.

UNIVERSITY TRANSFER CENTER

Major Competency 1: Students will recognize their potential for achieving a baccalaureate degree or beyond.

- 1.1 Students will create a transfer student education plan.
- 1.2 Students will enroll in transfer directed classes.

Major Competency 2: Students will identify university programs that meet students' needs.

- 2.1 Students will identify at least one university that offers their major.
- 2.2 Students will identify at least one of the following contact points for a given university: general information phone number; website address; email address; or mailing address.

Major Competency 3: Students will identify baccalaureate degree requirements.

- 3.1 Students will identify an appropriate pattern of general education courses for a given university or system.
- 3.2 Students will identify appropriate prep-for-major courses for a given major and university by utilizing the ASSIST website.

Major Competency 4: Students will be able to navigate the university transfer process.

- 4.1 Students will identify a personal transfer timeline to their selected university.
- 4.2 Students will complete the appropriate application for a given university.

Due to the nature of the services provided, which in most cases consist on a single student visit, the following programs have not identified major competencies. Student learning outcomes have been identified:

ADMISSIONS AND RECORDS

SLO 1 Students will develop the ability to use Web registration.

SLO 2. Students will increase their ability to use electronic and print resources to obtain essential admissions and records information and decrease their reliance on phone and face-to-face inquiries.

HEALTH SERVICES

SLO 1 Students will increase their general awareness of health services.

SLO 2. Students will increase their awareness of the college tobacco policy and services.

SLO 3 Students participating in the Wellness Module Program will show measured improvement in one of the four modules addressed in that program.

TESTING CENTER

SLO 1 Students will acquire accurate information for course selection in math and English courses.

SLO 2 Students will acquire information about college support services.

SLO 3 Students will become eligible to apply for financial aid.

SLO 4 Students will experience an increase in opportunities for employment after earning a GED certificate.



SLO 5 Students will experience a high level of satisfaction with the testing environment.

^[1] Definition of terms:

Major Competency: A “bundle” of skills or knowledge that is demonstrated by two or more observable indicators. This is generally a latent construct that cannot be measured by a single indicator. The National Postsecondary Education Cooperative defines competency as “a combination of skills, ability, and knowledge needed to perform a specific task at a specified criterion” (NCES 2002-159: Jones & Voorhees).

Student Learning Outcome: An observable indicator. Knowledge, understanding, skill, ability, attitude, or value that students will develop as a result of interface with the program staff and resources:

ACTION ITEM:

- Paula will provide Tina with a copy of the current graduation questionnaire so she can provide input.

VII. Annual Unit Plan & Recent Program Review:

Paula reminded the group that Counseling and Special Services are up for program review again in 2011-2012. Paula stated that they should be working on structuring the document this year, but that has been tough to do. We have a past model for the Student Services Programs, but it is her understanding that there is a need to review that model and perhaps make revisions. Tina informed the group that she has been working with Lisa Fuller to recommend changes to the academic Program Review model; she has not talked with Heather regarding the Student Services model as yet. She has also been reading the State guidelines, faculty guidelines, AAJC’s recommendations, and a number of other authoritative sources pertaining to what Program Review should look like. Tina has also been collecting samples from different institutions in order to get an ideal for best practices. She stated that there is a very good website pertaining SLOs and Program Review that can provide a great deal of information; she did not have the website address, but will send it out via email. Four handouts were distributed to council members:

- Non-instructional Program Review Guidelines,
- Columbia College Program Review,
- Program Review information from El Camino College Compton Center/Division of Student Services and,
- Accreditation Standards Annotated for Continuous Quality Improvement and SLOs.

The samples appear to be much simpler and more straightforward than what we are using; one seems to be based on the Chancellor’s Office Program Review for categorical programs. The group was very excited about the Columbia College template. Tina explained that Columbia College automated the Program Review process for their academic program through the use of the template they created. The template is standardized and the data is pre-populated. Then, all the Program reviewer has to do is type in an explanation for the trend(s). They don’t have to worry about creating tables or going through Excel spreadsheets because it’s already in there, and it’s the same stuff that will be in there each year; it all relates to Columbia’s strategic plan and is integrated



into their system. Tina further explained that, unfortunately, we do not currently have the programming capacity to produce a template like this. It may be something that is on the agenda in the future. It certainly gives us cause to look at how we can standardize our Program Review model so that the person reviewing the document knows exactly which page to go to find the information they're looking for.

ACTION ITEMS:

- Tina will work with Kim to identify student athletes for Goal #4.
- Heather will send an email to Sean James requesting clarification of the roll-out date/plan for Luminis.
- Ask Heather if we are going to review the program outline we are currently using and possibly make changes.
- Tina will send website address to SSEC members.
- At a future meeting, ask Heather if we are going to review our current Program Review outline to determine whether it should be changed.

VIII. OTHER—

- Paula confirmed with Heather that May 17th is the date for the Student Services All-staff meeting. The tentative timeline is to meet from 9:30 a.m. until 3:30 p.m. Any counselors that are off contract that day will be offered financially compensated. Paula asked Tina Tuttle to possibly hold that date in the event Heather would like her to attend the all-staff meeting. Deanna provided input about what she would like to have included on the agenda for the May 17th Student Services All-staff meeting:
 - Training/mock scenarios pertaining to customer service and tactful ways to interact with the “dis-gruntled” customers and how to be proactive when assisting students.
 - Very clear script from each department pertaining to processes and requirements.
 - Finalized list of very clear Waitlisting instructions.
- Deanna posed some questions related to scholarship lengths for Eastern Sierra; Dave has already spoken with Joann Spiller in Financial Aid. Deanna and Dave informed the group that Southern California Edison has made a \$200,000.00 donation to Cerro Coso for “green training” scholarships related to renewable energy. Deanna also reported that Lori Olivera is working with Allison Whiting to put together some standard language and information on the website informing the students where to go and how to apply for this scholarship.
- Paula inquired as to whether Luminis is going to be implemented in time for registration. So far she hasn't seen or heard anything else about it. Dave stated that he has been told that Luminis would be in affect by April 28th, in time for open registration but not in time for priority registration. There was concern voiced that there has been no comprehensive student education for using Luminis. A suggestion was made to have Heather contact Sean James regarding information for the plan and roll-out date for Luminis so we can prepare to



communicate with the students about the new system and put FAQs or whatever will be required in place prior to staff having to respond to students' questions.

The regular meeting schedule for spring is:

February 1, 2011	April 19, 2011
February 15, 2011	May 3, 2011
March 1, 2011 (Cancelled)	May 17, 2011 (All-staff meeting)
March 8, 2011	June 7, 2011
March 15, 2011 (Cancelled)	June 21, 2011
April 5, 2011 (Retreat)	

Meeting adjourned at 1:40 p.m.

DRAFT

Student Services Executive Committee Workshop

MINUTES

18-MAY-2010

I. ORGANIZATIONAL ITEMS

A. Call to order at approximately 8:30 AM.

B. In Attendance:

Jill Board
Joann Spiller
Dave Cornell
Deanna Campbell
Paula Suorez
Kathy Salisbury

Kim Schwartz
Heather Ostash
Penny Talley
Erie Johnson
Jim Fay

Absent:

Yolanda Vasquez

C. Approval of Agenda—the agenda was approved with the addition of two items under the *Other* section.

D. Approval of Minutes—since this was an all-day workshop, we did not review minutes from the previous meeting.

II. REVIEW STAFFING NEEDS FOR STUDENT SERVICES—

The committee discussed the staffing needs and identified a need for the following positions:

- a) IT Manager/Distance Education (?)
- b) LRC Coordinator—how are services provided at all sites college-wide?
- c) Dean of Students
- d) Director of Student Activities (?)
- e) PIO/Alumni/Foundation Liaison—this job description will be revised.
- f) Full-time Ed Advisor to serve all students at Bishop and Mammoth **OR**
Two part-time positions (one @ Bishop and one @ Mammoth)
- g) Department Assistant for ESCC/Bishop & Mammoth
- h) Ed Advisor for KRV (12 month, part-time position)
- i) Ed Advisor for IWV (12month, part-time position)
- j) CC Online Program Manager
- k) Instructional Design/Web } *What happened with the reorg?*
- l) Financial Aid Technician (12 month, part-time position)
- m) Department Assistant at KRV
- n) Computer Lab Aides at KRV
- o) Department Assistant at IWV (to assist Gale, John, & PIO person)
- p) A&R Department Assistant

III. “ACHIEVING THE DREAM” INITIATIVE—

Committee members were provided with a handout, Field Guide for Improving Student Success, pertaining to “Achieving the Dream” (ATD) initiative. The goal of this initiative is to help more students earn postsecondary credentials, including occupational certificates and degrees by

working with the colleges to improve student progression through intermediate milestones. There is much more information available on the ATD website; for those who would like to browse, the web address is <http://www.achievingthedream.org>. Jill requested that all committee members read the entire document in order to provide feedback. During a group discussion, concern was expressed regarding the replication within the Basic Skills Initiative and the annual cost. The benefits of involvement with ATD include:

- Evidence-driven institutional improvement,
- More effective use of resources,
- Accreditation and fulfillment of state performance standards,
- Expert coaching,
- Learning community,
- Benchmarking with similar institutions, and
- In-depth guidance.

Additionally, questions were raised such as:

- How do we obtain faculty buy-in and participation?
- What is the mission of the California Community College, and
- In looking at our data, are we meeting that mission?
- How, as a college, do we implement the first step of this discussion?

During the discussion, it was noted that Distance Education should have faculty driven minimum conditions for all online courses.

ACTION ITEM:

- Kathy Salisbury will send internet link for *Achieving the Dream* out to all SSEC members.
- All SSEC members are to read through the ATD framework and provide feedback at the next meeting or via email message to Jill.
- Jill, Jim, and the Educational Administrators will compare the Strategic Plan, regarding enrollment management, to the steps provided through *Achieving the Dream* initiative.

IV. INFORMATION ITEMS FROM CHANCELLOR'S CABINET—

- Categorical budgets—the group was informed that Chancellor Serrano wants categorical to tell their story regarding budget decreases, looking at 2009-09 through 2010-2011:
 - How have students been impacted?
 - What services have been eliminated?
 - What are the 50% law effects on categorical budgets?

ACTION ITEM:

- Committee members who manage categorical budgets should to submit their *stories* to Jill by May 24, 2010.
- Priority registration—this issue was brought up due to a recent Banner overload during the period for priority registration. The committee discussed whether we need to change registration dates or make changes to Banner? Suggestions for change included:
 - 1) Extending the period,
 - 2) Changing the registration dates, or

- 3) Conducting one registration period for summer and one period for fall instead of having the same registration period for both semesters. The schedule for both semesters should come out at the same time for students' planning purposes, but registration could be conducted at different periods of time.

What effects would the changes have on staffing?

Is the problem due to the scheduling of courses: i.e., % CTE, % transfer, % Basic Skills? The discussion served to identify some of the benefits associated with changing the registration period:

1. Would give continuing students a longer time to get the classes they need, and
2. Increases the number of students registering.

The group also identified other things to consider:

- 1) A need to analyze online vs. on-site courses because it appears there is an imbalance
- 2) Veteran certifications time line of registration. Concern was voiced because students are dropped for non-payment after 10 working days; veterans do not receive their money until after the start of the semester. This issue also impacts Financial Aid students receiving BOGG-W grants. It was noted that A&R is communicating with Financial Aid to ensure students don't get dropped unnecessarily.
- 3) Suggestion made to make BOGG-W form available to be completed online so students could access, print, sign, and then fax or mail the form to Financial Aid Office.
- 4) Suggestion made to expand the student calendar to include highlighted dates/timeline.

ACTION ITEMS:

- Committee members are asked to assess priority registration for summer/fall and create a pro/con list.
- Ask Sean James about how and/or if it is possible to automate the transfer of information off the BOGG-W application form and have it feed directly into Banner data base.
- Ask Cori Bleau to convert the BOGG-W application form to PDF format and make sure it is posted on the Cerro Coso website so it can be completed online.

- V. STRATEGIES FOR INCREASING STUDENT SUCCESS AS RELATED TO IMPROVING THE REPORTED RATES ON THE ARCC REPORT AND CLASS DATA**—committee members received and reviewed a handout of the current ARCC Report presentation to the Board of Trustees. Concern was voiced regarding the criteria used for determining which students are counted in the cohort denominator of the Student Progress & Achievement Rate (SPAR). It was noted that many Cerro Coso students have credits from schools other than the California Community College system; this disproportionately affects the Cerro Coso ARCC statistics.

ACTION ITEMS:

- Jill will research the ARCC Report criteria to determine how many students are excluded based on the definition of cohort.
- Jill will meet with Marc Beam to discuss 1) how the SPAR is determined, i.e., what files get sent to the State for each category and 2) look for Ed Code that prevents the college from automatically sending out students who have completed certificates or not.

- Heather Ostash will pose the question pertaining to definition of cohort to the Matriculation online list serve.
- Jill and Jim will review the block schedule.

VI. RESEARCH AGENDA FOR STUDENT SERVICES—committee members were provided with a handout pertaining to the Student Services research agenda. The group conducted a lengthy discussion pertaining to ODS and identified areas of concern and made suggestions:

- What reports are available? Suggestion made to make a channel in Luminous so a link is available.
- Where are we having success/retention issues? Need specificity; cohorts, mode of delivery, etc.

The discussion also resulted in additional areas listed on the research agenda being identified for Cerro Coso research activity, including:

- 1.5 Improve enrollment projections
- 1.6 Campus-specific Enrollment Management reports: course book, capacity & productivity, FTES
- 2.10 CSU transfer report
- Added: CC Student outcomes
- Added: CC Student profiles
- Added: Success & retention/VA students
- 3.6 Develop ODS reports to check data integrity, improve existing reports
- 4.1 IPEDS surveys and data collection: District coordinate/College component
- 4.2 ARCC self assessment: District coordinate, report to Board/College component
- 4.5 Analysis of English placements with and without essay component
- 4.6 Perform state mandated consequential validity analyses/summary report
- 4.7 Accuplacer studies
- 4.8 Summarize Distance Ed report to Board
- 5.2 Conduct consequential validity survey (ENG, ENSL, Math, Reading)-faculty & students
- 5.3 Conduct “home grown” student satisfaction survey
- 5.4 Review/critique survey instruments developed by campus users
- 5.7 Participate/conduct a campus-wide CCSSE survey (***What is the difference in comparison to the Noel Levitz survey?***)
- 5.9 Campus-wide evaluation of planning processes & timeline implementation ???
- 6.1 Gather statistical information for Title V eligibility, Hispanic Serving Inst., STEM grants, etc.
- 7.6 Develop term persistence methodology and cohort tracking
- 7.7 Provide CTE data, environmental scans & labor market data using EMSI and other sources
- 8.1 Prepare research agenda-District/College
- 9.2 Provide data to non-instructional units; consultation with unit’s own data collection w/r/t forms, system, and presentation
- 9.3 Unit Plans: coordinate plans, provide training with plan development and use of unit data
- 9.4 Revise & distribute annual calendar for major planning process timelines
- 9.5 Educational Master Plan (EMP): coordinate 40 Unit Plans; provide training; organize/edit plans; update all Roadmap and Appendix tables and figures
- 9.6 Strategic Plan implementation—core planning support in steering committee

- 9.7 Program level SLOs—assist responsible Dean
- 9.8 Assess Administrative unit SLOs, assessment plan, develop and distribute evaluation instrument; analyze; plan evidence-based improvements
- 9.9 Student Learning Outcomes—support process
- 9.10 Provide data and research support for Institutional SLO assessments
- 10.4 Management meetings: Administrative Council and Cabinet
- 10.8 Assessment Committee and/or Matriculation Committee
- 11.2 Attend/present at regional research groups, statewide conferences, trainings
- 11.3 Participate in ACCJC accreditation site visits as evaluator

Comparative data must consider context and analysis to make the data meaningful.

Develop a college-wide calendar listing specific dates for the academic calendar to do targeted communication and input it onto the college-wide Outlook calendar.

ACTION ITEMS:

- Jill will find out what reports are available in ODS and about making a channel in Luminous so a link is available.
- Jim and Dave will coordinate communicating with faculty regarding drop dates.
- Jill will work with Jim on MIS Data/Report calendar.

VII. THE FIVE DYSFUNCTIONS OF A TEAM—

The committee members were provided with a handout of “The Five Dysfunctions of a Team” Assessment Report and “The Five Dysfunctions of a Team” Assessment Comparison Report. The group discussed the results of the recent team assessment summary report, followed by a review of the assessment comparison report. These two reports provided information regarding the teams’ strengths and weaknesses, areas of growth, and areas that could be improved upon.

Weakest area:

- Pointing out one another’s unproductive behaviors. The team felt that perhaps a reason for that is that we are all cognizant of what is on each other’s plate or in their box and team members cut each other slack due to large workloads.
- The team ensures that poor performers feel pressure and the expectation to improve.
- Team members are quick to confront peers about problems in their respective areas of responsibility.
- Team members question one another about their current approaches and methods.
- Team members can comfortably discuss their personal lives with one another.

Strongest areas:

- Team members are quick to point out the contributions and achievement of others
- The team is aligned around common objectives
- Team members value collective success more than individual achievement.
- The team is clear about its direction and priorities.
- The team has a reputation for high performance.
- All members of the team are held to the same high standards.

- Team members acknowledge and tap into one another's skills and expertise.
- Team members willingly apologize to one another.
- Team members solicit one another's opinions during meetings.

Overall results in the five key areas:

- **Absence of Trust**—the team scored high in the area of trust. According to the assessment report, “Trust lies at the heart of a functioning, cohesive team; without it, real teamwork cannot occur. Team trust comes from the vulnerability of members’ sharing their weaknesses, skill deficiencies, interpersonal shortcomings, mistakes, requests for help, etc. Such trust enables team members to focus on the job at hand rather than on protecting themselves, their turf, or their individual jobs.”
- **Fear of Conflict**—the team scored high in the area of conflict. “Conflict is about the productive exchange of diverse ideas and opinions in a focused, efficient and unfiltered way. Without conflict, decision-making suffers and relationships among team members stagnate. Additionally, if conflict does not surface it generally degenerates to mean-spirited, back channel comments behind closed doors.”
- **Lack of Commitment**—the team scored high in the area of commitment. “Teams that have a strong level of commitment understand that members do not need to get their way to support a decision but only need to know that their opinions have been heard and seriously considered. Teams with high levels of commitment can unite behind a decision even though there is no certainty that the decision is correct. They know that a decision is better than no decision and that it is better to make a choice, act with boldness, be wrong and change direction than it is to waffle or wait for 100% certainty.”
- **Avoidance of Accountability**—the team scored medium in the area of accountability. “For teams, accountability means the willingness of team members to call their peers on behaviors that might hurt the team’s performance. Team members avoid accountability because of the personal discomfort that comes from calling a peer on his/her behaviors and a more general tendency to avoid difficult conversations. Holding peers accountable means that team members must “enter the danger” with one another. Of course, they can do this only if levels of trust, healthy conflict, and commitment are sufficiently high.”
- **Inattention to Results**—the team scored high in the area of results. “The only real reason to work in teams is because they can achieve results that would be impossible for an individual working alone. An unrelenting focus on collective goals is a requirement for any team that judges itself on results. Teams that have this dysfunction suffer because individuals work to satisfy their individual status, ego, or departmental needs, rather than focusing on the collective goals of the group.”

During the discussion, concerns were pointed out regarding expectations of newer employees and the need to conduct a formal orientation for all new employees, both general and specific.

A suggestion was made to use the *survey monkey* to survey the students and get their input regarding:

- Counseling
- Individual Student Services departments
- Classes
- Dropping/success rate

ACTION ITEM:

- Kathy Salisbury will email the electronic version of the assessment reports to Jill Board.

VIII. **CONTENT INFORMATION FOR LUMINOUS CHANNELS**—did not get to this agenda item.

IX. **CC CONFER VS. ADOBE CONNECT FOR ONLINE SERVICES**—did not get to this agenda item.

X. **OTHER**

- **Calendaring**—the only date discussed was the date for the next meeting. At that meeting, additional meeting dates will be identified with the new vice president.
- **Internationalizing curriculum**—committee members discussed the pros and cons regarding internationalizing curriculum. A handout was provided to Deanna Campbell and she will provide more input after she has a chance to read the document.

ACTION ITEM:

- Jill and Deanna will assess the International Student Program.
- **Things to Address in 2010-2011**—
During the discussions, several things were identified that need to be addressed during 2010-2011:
 - ✓ Analyze data that drives the MIS data that is contained in the ARCC Report.
 - ✓ Develop/revise/implement Enrollment Management Plan.
 - ✓ Develop and implement strategies to address issues pertaining to Enrollment Management.
 - ✓ Professional development of faculty regarding Academic STEM
 - ✓ Program Review for Liberal Studies

ACTION ITEMS:

- Jim will call a meeting with Paula, Heather, and appropriate faculty chairs to discuss Program Review for Liberal Studies because this degree includes several disciplines.
- Jill and Jim will review the District Scorecard.

The next meeting is scheduled for Friday, August 13 from 8:00AM until 3:00PM/ location to be determined.

The meeting was adjourned at 5:10PM.

SSEC Retreat
August 13, 2010
The Ostash House
700 N Randall Street
8:30AM– 12:00PM

AGENDA

8:00 – 8:30 Continental Breakfast and Welcome
(meeting will formally begin at 8:30AM)

8:30 – 9:30 State of the College—Jill Board

9:30 – 10:30 Student Services

- Vision and Goals
- Program Review
- Accreditation

10:30 – 12:00 Planning, Reporting, and Data



Student Services Executive Committee Workshop
Ostash Residence/700 N Randall Street

MINUTES

13-AUG-2010

I. ORGANIZATIONAL ITEMS

A. Call to order at 8:30 AM.

B. In Attendance:

Heather Ostash Paula Suorez
Kim Schwartz Penny Talley
Jim Fay Dave Cornell
Kathy Salisbury

Absent:

Erie Johnson
Deanna Campbell

Jill Board, CCCC President, also attended a portion of the meeting.

C. Approval of Agenda—Approved as submitted.

D. Approval of Minutes—No minutes were presented for approval at today’s workshop. The minutes from the May 18th meeting and today’s workshop will be presented for approval at the next regularly scheduled meeting.

II. STATE OF THE COLLEGE—

President Jill Board attended the early portion of the workshop to present a State-of-the College address. She shared her goals, objectives, and their desired outcomes. She also touched on staffing plans, finances, staff development, and facilities.

GOALS:

- Increasing the level of student success, retention, and completion in all subject areas.
- Addressing any identified Accreditation recommendations and self study action plan items from all Standards needing follow up, and assessing progress to ensure we meet the appropriate level of progress in the areas of Program Review, planning documents, and Student Learning, Program, and Institutional Outcomes.
- Seeking opportunities to enhance the acquisition and use of resources, increasing the support and effectiveness of the Cerro Coso Foundation and Alumni Association, and more closely relating planning to the budget development process.
- Establishing effective communication and relationships, internally and externally, to build a culture of trust and transparency throughout the college’s service area.
- Supporting the philosophy of evaluations being an ongoing process vs. an event as a culture change throughout the institution.
- Planning and providing targeted staff and development opportunities linked to faculty assignments, leadership development, and job expectations.

STAFFING:

- Karee Hamilton is now under a 1-year contract to fill in the position in the Counseling Department vacated when Heather moved into the position of Student Services’ Vice President.

- Several positions were recently hired, including a Librarian, a physical science instructor, a Basic Skills Math instructor, one Library Tech, and an Accounting Tech.
- Other positions that are currently vacant that will be hired include an Institutional Researcher, an IT Manager, one Administrative Secretary, and hopefully a Foundation liaison. Jill is currently writing a justification for the Foundation liaison position. Dates for interviewing candidates for the Institutional Researcher have been scheduled for August 31st and September 1st.

FINANCES:

Jill reported that Cerro Coso Community College currently has a healthy reserve of between \$3-4 million. She stated that money from the reserves will be used to fund one-time expenses such as enclosing and cleaning up the stairwells on the back side of the main building at the IWV campus.

She also provided an update on the latest budget news from Sacramento. California has yet to adopt a budget for this fiscal year!

STAFF DEVELOPMENT:

President Board is a very strong advocate of Istream, and she encouraged everyone to utilize the website as much as possible. iSTREAM offers a variety of informative webinars and access is free. She also expressed her support for the attendance at strategic conferences such as the League for Innovation Conference, etc. The District's Leadership Academy is another professional growth opportunity that she supports; she encouraged committee members to apply for the Academy and to encourage their staff members to apply as well.

FACILITIES:

Jill provided current information pertaining to specific facility projects:

- Work on remodeling the Student Center is scheduled to begin in October 2010
- Work on the Art Department re-model is in progress
- The Science Department re-modeling project is completed, for the most part. Workers are currently finishing up the "punch" list for that area.
- The annual Star Party is scheduled for October 8, 2010
- The annual Denim & Diamonds event is scheduled for April 8, 2011
- Plans for the annual Golf Tournament are already underway

CALIFORNIA SB1440:

Jill talked about SB1440, a bill that was proposed jointly by the chancellors of the California Community Colleges and the California State University system which is intended to simplify the transfer process between the California community colleges and the California State University, increase efficiency for students in the transfer process, and save time and money for students. SB 1440 establishes the new Student Transfer Achievement Reform Act which guarantees a community college student, who completes an associate's degree in his or her field of study, the ability to transfer to the California State University as a junior standing. Additionally, the CSU would give priority admission to a community college transfer student to a major or program of choice, if the student has received his or her associate's degree in the same or related field. SB 1440 also

prohibits the CSU from requiring these transfer students to repeat courses similar to those taken towards their associate's degree.

III. Student Services—

As the new Vice President of Student Services, Heather discussed her vision and goals as they relate to Student Services. Her vision includes:

- Data driven decision making
- Ongoing planning and evaluation for all areas
- Collaboration and cohesiveness between all departments
- Focus on professional development at all levels
- Review and evaluation of our presence in the community and students' perception of student services
- Ongoing focus on student success and retention as the goal of everything Student Services does
- Focus on interaction with the communities we serve

She sought input from committee members regarding their objectives, visions, and goals. Some of the ideas suggested included:

- Development of Peer Mentoring for VA students
- VA funded student employees who could work up to 25 hours per week
- Creation of a Veterans' Service Club
- Having a Veterans' Recognition Day—currently scheduled for November 10, 2010
- Increasing faculty engagement in the areas of student retention and success through faculty mentoring of students
- Cross-training of support staff and management in all areas of Student Services
- Development of a FAQ/answers document specifically related to Student Service areas of service that could be distributed to all Student Services staff
- Development of a prioritized list of needed resources, i.e., furniture, equipment, etc.
- Provision of more wide-spread services during evening hours by keeping offices open later, as a retention strategy.

IV. Other

Concern was expressed regarding Kern School Federal Credit Union's availability on campus for making the student ID/account cards was expressed because the semester is rapidly approaching, and students need to be able to get their pictures taken and cards made.

ACTION ITEM—

- Heather will follow up with Kern Schools Federal Credit Union regarding their schedule/dates for being on campus.

The next regular meeting is scheduled for September 9th , from 10:00 AM until noon in MB212.

The workshop ended at 12:10 PM.



Student Services Executive Council Retreat

October 6, 2011

MB214

9:00AM – 5:00PM



AGENDA

Vision Statement:

Student Services Executive Council (SSEC) collaborates to ensure an exemplary student services program, which uses innovative approaches to promote student access, retention, and success. SSEC integrates the leadership of all student services to promote institutional responsibility and accountability for student success.

Mission Statement:

The mission of the Student Services Executive Council is to increase community college student access and success by providing effective core services and programs. The council's primary focus is on the coordination of support services to students entering or returning to college and to provide a foundation for student achievement and completion.

9:00 Continental Breakfast and Welcome

9:30 – 10:30 Institutional Research

- ARCC/SPAR Study
- CCSSE Results
- Research Priorities

10:30 – 12:00 Student Success

- Statewide Task Force
- District Strategic Plan
- CC Student Success Plan
- Satisfaction With Services survey
- Preparation for next registration cycle
- Legislative Changes
- Student Success Committee



12:00 – 1:00 Working Lunch

Department Updates—

- Degree Works/transfer articulation
- Student Employment
- Installment plans/deferrals (Financial Aid)
- Satisfactory progress (Financial Aid)
- Book vouchers
- Workshops

1:00 – 2:30 Planning and Evaluation

- Planning cycle
- Annual Unit Plans
- Program Reviews
- Student Learning Outcomes and Assessments
- Accreditation Update

2:30 – 4:00 Technology

- Website/Inside CC
- Student Services Group

4:00 – 4:30 Wrap up and general information

- Form/document conventions
- December All-Staff meeting
- Upcoming meetings



Student Services Executive Council
October 6, 2011
RETREAT MINUTES

Call to order at 9:00 AM.

In Attendance

Heather Ostash Kathy Salisbury
Kim Schwartz Dave Cornell
Erie Johnson Paula Suarez
Deanna Campbell

Absent:

Joann Spiller Corey Marvin

Guests Attendee: Tina Tuttle

Handouts provided for today's meeting:

- Agenda
- 2011-2012 Cerro Coso Student Success Plan
- Information regarding California Community Colleges Task Force on Student Success
- 2011-2012 Annual Unit Plan Timeline
- 2011/12-2014/15 KCCCD Strategic Plan
- Strategic Planning Working Group
- 2011 CCSSEE Key Findings for Cerro Coso Community College
- Spring 2011 CCSSE benchmarks
- The Community College Student Report survey
- Student Progress and Achievement
- CCSSE Benchmark "Support for Learners"

I. Continental Breakfast and Welcome

II. Institutional Research (Tina Tuttle)

- *ARCC/Student Progress and Achievement Study (SPAR)*—written report provided. The SPAR study was conducted at the request of Chancellor Serrano. Tina stated that the hardest information to get is completion data. Outcomes include achieve a certificate, AA/As, transfer ready, transfer prepared, and transfer to a 4-year institution. The group reviewed and discussed the findings of the report.
- *CCSSE Results*—written report provided.
- *Research Priorities*—requests for research from Tina Tuttle should be sent to Heather first so she can try to avoid duplication. Student Services will be conducting a Satisfaction of Services Survey this fall; the last time a fully comprehensive survey was conducted was in 2006. Tina and Heather will work together to create the survey questions based on input from this group; the survey will be site specific. The

expectation is to summarize the responses, look for specific trends, and then create strategies to approach those trends.

We are also due for a cut-score validation study focused on English and Math. Heather will be requesting this data from Tina as well. The study response could result in an adjustment, up or down, of the cut-score levels and possible changes in the way we do things.

III. Student Success

- Statewide Student Success Task Force—handout provided. State legislation enacted last year called on the California Community Colleges Board of Governors (BOG) to convene a task force of system representatives and external partners for the purpose of developing a plan to bring about significant improvements in success rates of our students. Beginning in January 2011, the Task Force has met monthly and worked to develop a robust and thoughtful set of recommendations that hold real promise to open a new chapter for the CCCC system. The recommendations identified include:
 - Increase college and career readiness
 - Strengthen support for entering students
 - Incentivize successful student behaviors
 - Align course offering to meet student needs
 - Improve the education of Basic Skills students
 - Revitalize and re-envision professional development
 - Enable efficient statewide leadership and increase coordination among colleges
 - Align resources with Student Success recommendations

The group reviewed and discussed the recommendations identified in the document and the potential effects for Cerro Coso in terms of orientation, assessment, persistence rates, course offerings, etc. Suggestions made during the discussion include:

- a) Establish and implement earlier and specific cycle dates/deadlines for matriculation components such as registration, assessment, applying for financial aid, etc.
- b) Provide an extended orientation and incorporate the use of CC Confer
- c) Create and advertise orientations focused specifically on Basic Skills students and financial aid applications and processes.
- d) Cut off all assessment two weeks prior to the beginning of a given semester
- e) Eliminate late registration
- f) Conduct financial aid workshops focused on just completing the online application
- g) Use multiple methods of getting important information out to the students such as newspaper and radio announcements, post cards, posters, etc.

- h) Increase priority registration timeframe from two weeks to three weeks
- i) Post registration dates/timelines in prominent location on website

ACTION ITEMS:

➤ Dave will work with Allison Whiting to have priority and open registration dates posted on the website.

- District Strategic Plan
- CC Student Success Plan
- Satisfaction With Services survey
- Preparation for next registration cycle
- Legislative Changes
- Student Success Committee

IV. Department Updates—

- Degree Works/transfer articulation
- Student Employment
- Installment plans/deferrals (Financial Aid)
- Satisfactory progress (Financial Aid)
- Book vouchers (Financial Aid)
- Workshops

V. Planning and Evaluation

- Planning cycle
- Annual Unit Plans
- Program Reviews
- Student Learning Outcomes and Assessments
- Accreditation Update

VI. Technology

- Website/Inside CC
- Student Services Group

VII. Wrap up and general information

- Form/document conventions
- December All-Staff meeting
- Upcoming meetings

Meeting adjourned at 5:00 PM

DRAFT

Student Services Executive Committee Retreat
December 15 – 16 ,2008

MONDAY, DECEMBER 15:

8:00 – 8:30 AM	Greetings and coffee
8:30 – 9:45 AM	Overview of Team Assessment
9:45 –	Break
10:00 AM – Noon	<i>Building Trust</i>
Noon – 1:00 PM	Lunch
1:00 – 3:30 PM	<i>Mastering Conflict</i>
	Break at approximately 2:30
3:30 PM	<u>COOKIE BREAK</u> 
3:45 – 5:00 PM	<i>Achieving Commitment</i>
5:00 –	Check in with hotel and/or family
6:00 – 8:30 PM	Dinner

TUESDAY, DECEMBER 16:

8:00 – 8:30 AM	Check in—coffee, tea, etc.
8:30 – 8:45 AM	Review of Monday’s Events
8:45 – 9:45 AM	Continuation of <i>Achieving Commitment</i>
	Break at approximately 9:45
11:00 AM –Noon	Embracing Accountability
Noon – 1:00 PM	Lunch
1:00 – 2:00 PM	<i>Focusing on Results</i>
2:00—	<u>COOKIE BREAK</u> 
2:00 – 2:30 PM	Clarifying Commitments and Action Items
2:30 – 4:00 PM	◆Title V Updates
	◆Evaluation of Retreat