



Student Development Leadership Group

October 24, 2017
12:00 pm – 1:00pm
SS-104
Minutes

Purpose & Outcomes:

Discuss ways of strengthening the SSSP/BSI/SEP Integrated Plan. Identify holes in the plan, and ways to better integrate the work of Student Development into the plan.

Preparation Required:

Read the attached draft plan. Note that only parts of the plan have been completed.

Participants: Angelina Hill, Brady Reed, Trish Blair, Joe Hash, Rory Johnson (telepresence), Stephanie Burres (support)

1.0	Opening	Review the planning process, timeline, and funding	<ul style="list-style-type: none">• Dr. Hill spoke about the guided pathway conference that she attended and the Chancellor’s goals for the program.• There is concern about the amount of staff and teaching resources that we can expend on this program.• The Guided Pathways/meta-majors may be hard to implement because of our limited course offerings; we do not have the capability to diversify much further. How will Pathways look for DN and KT?• Incorporating ethnic studies into our GS course offerings to promote diversity and inclusiveness.• The timeframe shown in the data is not wide enough to show the impact of EPIC on performance.• The addition of Math 102 has changed the student mix which has subsequently changed out retention rates.• The Governor has passed a bill that will remove all stand-alone remedial classes in place of supplemental instruction. 102 courses should still be allowed.
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2.0	Discuss the planning actions	Identify actions to add or changes necessary to make the plan more effective, and to better involve student services	<ul style="list-style-type: none"> • Are we able to substantiate our spending based on this plan? • The group is unsure how to increase integration between instruction and counseling and continuity in counselor-student interactions because students change their majors often. Students also have preferences for which counselor they see. Special Program counselors are specifically trained to work with their population and are not specifically trained in particular instructional departments. • Shemya has been working with Arts and Humanities and so far, it has not been well attended. They are working on setting her up with the necessary technology to do this work, which will hopefully increase the number of students that she meets with. • It would be worth taking a look at what other colleges are doing to divide up the Counselors workload: alphabetical, by major, etc.
3.0	Discuss the planning actions	Identify actions to add or changes necessary to make the plan more effective, and to better involve student services	<ul style="list-style-type: none"> • No additional discussion.
4.0	Info Sharing	Share pertinent information with the group about your program, and identify information to share with your areas	<ul style="list-style-type: none"> • Rory met with DN student services and discussed the online orientation and how they can make it accessible to students throughout the district, not just Eureka students. They will be forwarding recommendation on how to make it more useful for DN and KT students. • Rory is also going to conduct empathy interviews to gain a better understanding of students who enrolled in ESL classes and dropped out. They will be looking to collect data to better inform equity decisions at Del Norte. • Brady is working on Trio's Program Review. • Angelina would like to know if the departments are reaching out to Del Norte for contributions to program review. • Keith would like to look at the staffing requests for program review the same week they are due, which would exclude late submissions. • In 2-weeks, we should be receiving a draft of our report from the ACCJC visiting team. At that time, we will fact-check the document and return it to the ACCJC.