

Access, Retention & Completion Committee Meeting Agenda & Minutes



Date: February 10, 2020 / 10:30 – 12:00 pm / **Location:** CC 127 / **Facilitator:** Jennifer Anderson / **Recorder:** Tami Harper for Michell Gipson

Members: ASG Admin, Chris Sweet, Christina Wigglesworth, Dustin Bare, Jaime Clarke, Jennifer Anderson, Jim Martineau, John Ginsburg, John Phelps, Josh Aman, Karen Ash, Lisa Reynolds, Lori Hall, Max Wedding, Ryan Stewart, Ariane Rakich, Joan Jagodnik, Michell Gipson, Shalee Hodgson, Adam Wickert, Lauren McGuire, Christopher Zimmerly-Beck, Lanie Sticka (ASG rep) and Beth Wicklund

Present: Chris Sweet, Christina Wigglesworth, Dustin Bare, Jennifer Anderson, John Ginsburg, John Phelps, Josh Aman, Karen Ash, Lisa Reynolds, Lori Hall, Max Wedding, Ryan Stewart, Ariane Rakich, Joan Jagodnik, Adam Wickert, Lauren McGuire, Christopher Zimmerly-Beck, Beth Wicklund


Absent: ASG Admin, Jaime Clarke, Jim Martineau, Michell Gipson, Shalee Hodgson, Lanie Sticka (ASG rep)


Guests: Lisa Nguyen

Topic/Item	Presenter	Discussion	Action/Decision
Committee Business – 5 minutes			
Review and approve previous meeting minutes	Jennifer	<ul style="list-style-type: none"> Review of January meeting ARC minutes. Joan moved to approve, Karen seconded. Minutes approved as written. 	 1.13.2020 ARC Meeting Minutes.docx
CCC Information & Initiatives – 60 minutes			
Using Data to identify outcomes with ARC initiatives	Lisa Nguyen	<ul style="list-style-type: none"> Why is using data important to our work (in working with students and with our ARC initiatives)? What problems are we (ARC) trying to solve? How do we create measurable goals and use data to help us know if we are making progress on solving these problems? <p>Lisa reviewed a PowerPoint that she created for the Guided Pathways (GP) Taskforce but it pertains to what we are doing in this committee too. What are we trying to solve: Excess credits, students leave, equity gaps.</p> <p>How can we be using data to inform our work?</p> <ul style="list-style-type: none"> ➤ Communicate the WHY. ➤ Provide focus on programmatic efforts. 	 NCII GPRS 5 - Indicators Student Exp

		<p>➤ Remind ourselves to be student-centered.</p> <p>How are your work groups using data to inform your work? How do our subcommittees work together?</p> <p>A student’s experience is continuous – one experience. Do students have a good idea of how long it takes to reach their goal? Do students feel confident of achieving goal? What to do next? How confident do they feel to go to the next step, more college or career?</p> <p>How does DEI fit into what we are doing? We lose 1/3 of students from fall to winter. This is a retention issue that we need to continue to try to improve.</p> <p>Reviewed handout from NCII.</p> <ul style="list-style-type: none"> ➤ Get into subcommittees. ➤ Look at handout. ➤ Think about questions in regard to work in your subcommittees. ➤ How to narrow down questions to look at student experience. <p>After meeting in subcommittees, whole group came back together to report back to big group.</p> <ul style="list-style-type: none"> ▪ Retention & Completion Subcommittee: Use data in work. Tools to measure success is difficult. Focus on research projects to make recommendations. Moving as a college to improve data so we can track some of these things. Right now it is a jumbly mess. Program of study info. How frequently and easily to change is currently easy. None could answer – clear cost of program? Do we have that clearly stated somewhere? Meeting with advisor prior to first term enrollment. ▪ Financial Resources & Supports Subcommittee: Have talked about data sparsely - only if there is a specific 	<ul style="list-style-type: none"> • The group agreed that having a shared vision for the data and outcomes that we are looking to impact through our work in ARC would make sense going forward. ARC Policy and Steering subcommittee will review and come back to the group with some suggestions.
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		<p>question. Identify and address financial barriers to be successful here. Started collecting a list of resources for students. Have a lot on a spreadsheet. How do we get emergency funding for students? How many have been helped in the past? How much money has gone to them? They don't have a baseline.</p> <ul style="list-style-type: none">▪ Access/Recruitment Subcommittee: Not heavily using data but keeping an eye on it. Subcommittee work – taking time to look at ACC/Skills waivers recipients. Look at that. Look at where we are at before we launch things to better track effectiveness. Enrolling after applying – need to look at more. Pocket costs – bundling – talking to other subcommittees.▪ Steering & Policy Subcommittee: How to structure overall ARC data goals. Look at really big picture. Tie to smaller data points that subcommittees are looking at. Applying equity lens to the multiple arms of ARC. Focusing on what data matters for retention. What is making it more sticky to come and stay at CCC? <p>Jennifer: Subcommittees need to focus on short term goals with some eye toward large term goals. The work needs to be in the scope of this committee. We can help elevate conversations that are outside of our scope (e.g. like scheduling/modality issues) but we can only use our influence when it comes to areas within the faculty purview. Our focus on short term efforts make a difference in our FTE.</p> <p>Lisa Anh – how can we provide focus to our work so we don't have to add more research? More focused is subcommittees. Use common data points – research – to tie all together across campus. Provide more clarity. All working towards the same data sets keeps us focused – brings back to this is what we are trying to impact. Lay out – work on – bigger questions to consider – Tie to broader goals across areas. Thumbs up!</p>	
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		Data resources available – Lisa will come back and share.	
<p>EFA Overview and Upcoming Launch</p>	<p>Max Wedding & Lisa Reynolds</p>	<ul style="list-style-type: none"> • Review the EFA summary sheet • Launch of EFA’s this Spring term with online applications <p>Who on your teams need to know? Who do we need to be connecting? Presented at College Council on Friday.</p> <p>Broad overview of 8 EFA’s – version 1 of what is rolling out. Big picture – look at EFA’s as a whole. Introduce icons. David sent out info last week. Included icons sheet. Each EFA has 1 or 2 leads. Reviewed one page EFA handout.</p> <p>New students who have not yet decided on a specific program of study. Helping students understand the scope of disciplines and careers in a certain area. Foundational group of courses for students who kind of know what they want but haven’t honed in. Does not include EFA first term curriculum – still being worked on. Connecting EFA’s to programs even if students know what they want to go in to. Giving us additional data on who are students and what their goals are.</p> <p>Coming back in March with more info. April 13, including in admissions application. April 17, professional advisors assigned to EFA’s and faculty advisors for EFA’s having a summit to talk about what it looks like. Students applying for summer and fall will have this info on application.</p> <p>As we think about creating structures around EFA’s, how does this change what you are doing? Ideas how it will affect your work or how do you tie in?</p> <p>Ariane – wants to see application of what it will look like? As they are helping students apply for admission, would like to see</p>	 <p>EFA Icon 1-sheet.pdf</p>

		<p>what they are helping them with. Chris can share link for draft application. FA and ES team also.</p> <p>How is it being funneled into Colleague? If choose AGS or AAOT, it will ask them what their focus area is. They will choose or can choose that they have no idea, I need advising help. Creating a primary program – with list of secondary programs listed.</p> <p>What if have certain University major questions – advisor questions? Dustin doesn't have answer right now. Pre-med, students choose health professions, could be STEM. Spot where student can find info on that particular EFA. Yes, to the advisor. What do we tell those students right now? What does that mean to us? More intrusive advising for undecided? Wrong EFA? We need to be very familiar with these EFA's. What do you need from us to be ready?</p> <p>Students taking pre-college class – no idea of how they fit in? What messages should we be sending these students? Has been a group for pre-college. Check in with Jaime about this.</p> <p>Waiting for what the first term EFA looks like – once they get those drafts done – that group will be able to come up with answers. Helps students see the broader picture. Students can be very narrow-minded so this document helps a lot. We need access to it wherever it lives.</p> <p>EFA's need to be front and center to all students. FYE – could EFA's be a piece of that class? How to choose one and what they are about?</p>	
<p>New DRC Materials</p>	<p>Dustin Bare for Christina Wigglesworth</p>	<ul style="list-style-type: none"> • Flexible homework accommodations & Flexible attendance agreement documents <p>Part of the work in DRC is accommodations in the classroom. Flexible attendance policy – we have had students with this but never a formal/clear direction. Forms explain what that is. Language between student and faculty member. Form to</p>	 <p>flex homework accommodation.docx</p>

		<p>standardize it more. Should be agreed upon before not after incident.</p> <p>Forms shared with faculty at start of term. Most faculty have liked it. Yes, there is space for edits. Get feedback. DRC and faculty didn't meet on front end to develop documents. Prior to this document it was a one sentence agreement.</p> <p>Supposed to be signed before the term. Some are required by law. Not interfering with learning outcomes of the course. What does that look like for faculty? How do we work together to do what's best for students overall? ARC is talking about this after the fact. Shared governance needs to be having that broader conversation so everyone's voice is heard. Need faculty to feel like they have support.</p> <p>Can make edits to these documents. Good enough now while we vet and get input from other groups. Not a lot of places where DRC conversations can land. Would it make sense to have a DRC ARC Subcommittee? Could bring in more faculty. DRC & DEI overlap – equal access work. Student/teacher/DRC conversation needs to happen. Bringing DRC into that process and guide the conversation. Better relationship with student – not just doing this because the law says so. Does DRC know the faculty? Depends on course and instructor. Verifying with all parties. Edits or thoughts, send to Christina directly. Can ARC act as an advisory group for DRC? Is it broader than DRC? Tied to some other larger goals/concepts we are tying our work too. Will revisit it again. Didn't follow the right process with this. It is broader than DRC. Nowhere it lives right now. Support for staff and faculty.</p>	
Subcommittee Updates – No time for updates – Please send to Jennifer.			

<p>Steering & Policy Committee Updates</p>		<ul style="list-style-type: none"> • Committee discussed EFA launch and whether we need to create a policy indicating that students need to select a primary program of study. Committee indicated that a policy is not needed at this time. 	
<p>Access/Recruitment Subcommittee</p>	<p>Ariane Rakich via written update</p>	<p>Initiative updates/next steps:</p> <ul style="list-style-type: none"> • Live Chat- Live Chat is going well in Enrollment Services, there is not a lot of traffic yet but they are discussing ways to increase usage and possibly add the Live Chat feature to additional websites within their area. Admissions Welcome Center will be slowly rolling out Live Chat on the Getting Started page over the next couple of weeks (www.clackamas.edu/gettingstarted)! I have reached out to Kim to add this to the webpage and hope to begin using it at least a bit sometime next week as my schedule permits. Due to our team’s work duties we may not have our Live Chat turned on as consistently as the Enrollment Services crew, but we’ll strive to have it active as much as possible (and when it is off visitors will see the prompt to ‘Leave a message’ which will still allow them to reach out to us). Our first official day using it will be Thursday, February 13th. • New Applicant Postcard status/next steps—Awaiting updated postcard without hashtag/selfie contest information (and will now include Admissions Welcome Center contact information). As soon as this is ready we can start sending postcards! • Senior citizen connections/outreach/resources- Tracy Huddleston, Will Burkhalter, and I had our first meeting to begin brainstorming a registration/what CCC offers/senior tuition options and more guide. While we identify larger obstacles or barriers or difficult systems, the hope is that this guide will help to bridge some of these issues while the issues themselves are addressed and when possible resolved. Our first meeting was focused on brainstorming, we’ll meet again soon to begin outlining a small booklet—we’ll share a draft in the future when one is ready! • DACA/Undocumented Student resource guide- Lori and the CRM crew created a draft guide, the Admissions Welcome Center crew is now reviewing it to provide feedback/edits. Once these edits have been incorporated we will bring an updated draft to share with ARC. • Preview Night/Open House- Due to difficulty in finding time to gather a planning group together, Shalee and I, as well as the rest 	

		of the subcommittee are in support of postponing the Open House until later in the spring so that we do not host something that is not a high quality well planned out event and/or does not have adequate time to market the event. Our planning group met on Monday morning (2/10/20) and have rescheduled the event for Thursday, April 9th. As we move forward with planning and get final approval to host the event, we will reach out to the ARC committee to keep y'all in the loop and to seek feedback.	
Retention & Completion Subcommittee		<ul style="list-style-type: none"> • Our subcommittee dived into retention data provided on the IR dashboards. We looked specifically at the trend over the years that winter enrollment declines and picks back up in spring. Jim Martineau heard from faculty and students that weather is a factor in deciding whether or not to enroll winter. The opportunity to increase and market online classes came up as a likely and ideal solution to enrollment decline. Jim is going to connect with Katrina and see how our subcommittee might be able to contribute to her work of online education development. Our initial thought is to understand the classes we offer online - what program requirements does each online class fit into, what's the historical enrollment level for the courses, where is the demand, etc. After we understand this, we want to strategize a marketing/enrollment plan that will highlight the online courses students can take to meet their degree/certificate requirements. • I'm still compiling feedback and ideas from the group and will share more later. 	
Financial Resources and Supports Subcommittee		<ul style="list-style-type: none"> • Committee discussing ways to streamline the emergency grant application and review process. 	
Upcoming Trainings/Events/Activities			
Master Calendar		<p>The latest version of a master calendar has been posted to the I-drive (I:\Master Calendar). We'll see updates to this living document over the course of the year, including updates from:</p> <ul style="list-style-type: none"> • Guided Pathways (via Lori Hall) • Strategic Enrollment Management (via Tara Sprehe) • Diversity, Equity, and Inclusion (via Melissa Richardson) • Strategic Planning (via Jason Kovac) 	

Future Agenda Items			
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ARC Full Committee Meeting Dates			
Fall Term		Winter Term	Spring Term
<ul style="list-style-type: none"> • Monday, October 14, 10:30 – 12:00 • Monday, November 18, 10:30 – 12:00 • Monday, December 16, 10:30 – 12:00 			
Subcommittee Meeting Dates			
<p>Access and Recruitment:</p> <ul style="list-style-type: none"> • Monday, July 29th, 1:30-3 • Wednesday, August 28th, 12-1 • Monday, September 23rd, 12-1:30 • Monday, October 28th, 11:30-1 • Monday, November 25th, 11:30-1 • Monday, December 16th, 11:30-1 • Monday, January 27th, 11:30-1 • Monday, February 24th, 11:30-1 • Monday, March 23rd, 11:30-1 • Monday, April 27th, 11:30-1 • Monday, May 18th, 11:30-1 • Monday, June 22nd, 11:30-1 	<p>Retention and Completion</p> <ul style="list-style-type: none"> • Monday, October 18th, 10:00-11:00 • Monday, November 15th, 10:00 – 11:00 • Monday, December 20th, 10:00 – 11:00 • Monday, January 17th, 10:00 – 11:00 • Monday, February 21st, 10:00 – 11:00 • Monday, March 13th, 10:00 – 11:00 • Monday, April 17th, 10:00 – 11:00 • Monday, May 15th, 10:00 – 11:00 	<p>Financial Resources and Supports</p> <ul style="list-style-type: none"> • Tuesday, October 29 12 – 1:30 • Wednesday, November 27 12 – 1:30 • Monday, December 23 11 – 12:30 • Monday, January 27 11 – 12:30 • Monday, February 24 11 – 12:30 • Monday, March 23 11 – 12:30 • Monday, April 27 11 -12:30 • Monday, May 25 11 – 12:30 • Monday, June 29 11 – 12:30 	<p>Policy and Steering</p> <ul style="list-style-type: none"> • Thursday, October 31, 2019 • Thursday, November 21, 2019 • Monday, January 27, 2020 • Monday, February, 24, 2020 • Monday, March 16, 2020