

# Access, Retention & Completion Committee Meeting Agenda & Minutes

Date: April 4, 2022 / 10:30 – 12:00 pm / [Location: Zoom](#) / Facilitator: Jennifer Anderson / Recorder: Michell Gipson


ARC MEMBERSHIP		
X ASG Representative – Arina G.	X John Ginsburg	X Ariane Rakich
X Josh Aman	X Michell Gipson	X Lisa Reynolds
X Jennifer Anderson	X RB Green	X Ashley Sears
<input type="checkbox"/> J. Anderson	<input type="checkbox"/> Lori Hall	X Joan San-Claire
X Felicia Arce	X Shalee Hodgson	X Terrie Sanne
<input type="checkbox"/> Dustin Bare	X Joan Jagodnik	<input type="checkbox"/> Chris Sweet
<input type="checkbox"/> Claire Bach	X Kelly Love	<input type="checkbox"/> Ni’Cole Sims
<input type="checkbox"/> Katrina Boone	X Jim Martineau	<input type="checkbox"/> Jordan Taylor
X Carol Burnell	X Stephanie Murphy	X Adam Wickert
X Bev Forney		X Beth Wicklund


**Present:** An “X” indicates present at the meeting and empty box indicates absent.

**Guests:** Helen Paz, Robin Dryden

Topic/Item	Discussion	Action/Decision
<b>Committee Business</b>		
<b>Committee Business &amp; Warm Up</b>  Jennifer Anderson – 15 minutes	<ul style="list-style-type: none"> <li>• March meeting minutes approval – see attached.               <ul style="list-style-type: none"> <li>○ Terrie moved to approve with corrections and Stephanie 2<sup>nd</sup> the motion.</li> <li>○ Minutes approved with corrections.</li> </ul> </li> <li>• Warm-Up: Small group connection. Now that many of us are “returning” to offering services on campus, how are things going for you/your areas? What are you seeing that our students need? How might we need to adjust in order to meet the future needs of our students in this new hybrid service model?</li> </ul>	

## CCC Information & Initiatives

<p><b>FYE Outcomes</b></p> <p>Kelly Love – 15 minutes</p>	<p>Overview of outcome data for students who participate in First Year Experience (FYE) courses and updates on current plans for expanding FYE as part of our Guided Pathways initiatives.</p> <ul style="list-style-type: none"><li>• Things we are working on now:<ul style="list-style-type: none"><li>○ Working with departments to voluntarily add the FYE class to their degree and certificate requirements.</li><li>○ Advisors, navigators and admissions teams have more information so that they can encourage students can take it as part of their first term/first year experience.</li></ul></li><li>• What is FYE<ul style="list-style-type: none"><li>○ Program is a series of 3 classes that help first year students adjust and navigate the expectations of college life while forming a sense of belonging in the CCC community through participation, engagement and resource awareness.</li></ul></li></ul> <p>FYE 101 and Success Indicators: (FYE data attached)</p> <ul style="list-style-type: none"><li>• The data compared outcomes for students that took FYE and those who didn't from Fall 2019 to Fall 2020.<ul style="list-style-type: none"><li>○ Data included (Number of credits completed in first term, Fall to Winter retention, Fall to Fall retention &amp; Degree/Certificate Completion within 2 years.</li></ul></li><li>• Kelly also shared the FYE 101 and Degree Completion for the 2017 &amp; 2018 cohorts comparing student who took FYE 101 and those who did not.</li></ul> <p>Questions:</p> <ul style="list-style-type: none"><li>• Are you measuring all students or just full time students and student eligible to FYE because some students are not eligible or somehow it is not appropriate for the to take it?<ul style="list-style-type: none"><li>○ There are recommendations for the advisors on who should and shouldn't take FYE. For this data we don't have the ability to drill down that specifically. There are students who most likely have not taken it and are still doing well</li></ul></li><li>• Is the year for an academic year? 2019-20 and 2020-21?<ul style="list-style-type: none"><li>○ 2019 equals 2019-2020 Academic Year</li></ul></li><li>• Can you tell us about the Future of FYE?<ul style="list-style-type: none"><li>▪ Right now, we are trying to encourage everyone to take FYE, it is a voluntary add.</li><li>▪ There are reasons that a student can't take FYE such as financial aid issues or maximum aid eligibility that also impact student's ability to take the course. Unless FYI is specifically built into the student degree, it doesn't count for fin aid</li></ul></li></ul>	 <p>FYE for ARC.pdf</p>
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	<p>purposes so we are working to add these to the designated programs of study so that it can qualify for financial aid. and we are working on that right now.</p> <ul style="list-style-type: none"> <li>• How many students are in the cohorts? <ul style="list-style-type: none"> <li>○ Don't have the data right now. The FYE cohort is a smaller group the non FYE group.</li> </ul> </li> </ul>	
<p><b>Retention and Completion Deep Dive</b>  Sub-committee Group – Adam Wickert and Beth Wicklund  30 minutes</p>	<p>Adam Wickert and Beth Wicklund provided an overview of the work that has occurred so far in the Retention and Completion ARC subcommittee and discussed upcoming initiatives with the group.</p> <ul style="list-style-type: none"> <li>• Purpose of the Retention and Completion Sub-Committee: <ol style="list-style-type: none"> <li>1. Responsible for reviewing current enrollment and completion date. <ul style="list-style-type: none"> <li>- Focusing on enrollment and retention data.</li> </ul> </li> <li>2. Identify trends in student enrollment behaviors. <ul style="list-style-type: none"> <li>- Shared a Jam board to try help them focus on what should be prioritized.</li> </ul> </li> <li>3. Identify barriers to student enrollment.</li> <li>4. Working with key service units to develop short term and long-term retention activities that can be implemented at various levels throughout college.</li> </ol> </li> <li>• Enrollment Barriers <ol style="list-style-type: none"> <li>1. Retention and Completion Key enrollment indicators</li> <li>2. Identifying trends/patterns in student enrollment behaviors</li> <li>4. The Strategic Priority Indicators &amp; Actions:</li> </ol> </li> <li>• Goal #3 Identified Barriers to Student enrollment with these areas and found them within the student's lifecycles. <ul style="list-style-type: none"> <li>○ Student Communication.</li> <li>○ Access to Information, Resources &amp; Referrals (financial and academic).</li> <li>○ Course Scheduling &amp; Planning, Registration &amp; Financial Aid/payment.</li> <li>○ Term Start- Access to Courses &amp; Moodle Consistency.</li> <li>○ Student Connections to Faculty, Peers &amp; supports Services.</li> <li>○ Student Feedback &amp; Tracking Data for Improvement Opportunities.</li> </ul> </li> <li>• Goal: prioritize student enrolment barriers to focus on to support our student and increase student retention and completion at CCC <ul style="list-style-type: none"> <li>○ Utilize texting communication to provide action focused information to students.</li> </ul> </li> </ul>	 <p>ARC Subcommittee.pptx</p>

- Registration Notifications: Many students fail to register for planned courses; Set up communication options (texting) to alert student regarding need to complete registration process.
- Build Referral systems: on campus and online; Navigate kiosk system alerts staff both on campus.
- Student communication: Standardize communication between college.
- Late start Register: student register after the start of the term are required to obtain specific instructor consent to join a course and complete the registration process.
- Course schedule consistency: Identify course series and offer them on the same day and time throughout the year.
- Early Moodle access: access to course location available in Moodle before term begins.
- Consistent Moodle layout: ensure that course layouts are consistent in Moodle.
- Science labs not connected to required sciences courses; Identify courses that require labs and links these together so that student can get enrolled in both required sections as needed.
- New students Understanding of College Costs: Many student request information about the cost of the college and can't easily find it on our website; Collaborate with teams to promote it easier.
- Develop a re-recruitment and recruitment and re-engagement plan for under represent and underserved adult learners.
- Centralize available videos and other resources and create new ones to support students, staff and faculty.
- Rebrand Student Feedback webpage: Students are unsure where to share their feedback at CCC and we currently have multiple way to collect feedback in several locations.
- Priority feed survey
  - [https://clackamas.co1.qualtrics.com/jfe/form/SV\\_6GafQ7VXyNfkpPU](https://clackamas.co1.qualtrics.com/jfe/form/SV_6GafQ7VXyNfkpPU)
  - Asking that the survey be completed by the committee within a week.

**Gender, Legal Sex, and the Data Lifecycle Presentation**

Ashley Sears  
15 minutes

Overview of a project from the Data Integrity Group (DIG).

- The Data Integrity Group (DIG) has identified a need for written definitions for [legal and chosen name](#), legal sex, gender, sexual orientation, and personal pronouns (“the fields”) and response options. Guidelines are also needed as to when and how each field should be used in reporting. These definitions and guidelines will be created for both students and employees and will be reflected in terminology used in applications, surveys, and similar technology.
- Project Overview: to improve CCC handling of: the fields of Gender, legal sex,
- Data lifecycle:
  - Collections where the data is a requirement
  - Storage includes where we are storing data and who has access to it.
  - Analysis - how should data be analyzed how handle with care.
  - Reporting act of making the data available
  - Decision Making using raw data
- GOALS:  
Starting the Project – by centering equity
- GOAL #2: create a list of equity related pitfalls that commonly occur when using the “the field” for analysis, reporting and decision making
  - IR becomes owner of Data Equity Program
  - Major task:
    - learn about Data Equity through the Data Lifecycle
    - Attend *We all Count* Data equity Training
    - Document data equity issues at each stage of the data life cycle
    - Develop recommendation action for IR to implement
  - The project team will embed Data Equity knowledge learned into the remaining project tasks.
- Goal #4: Develop a set of recommended changes as to how, when and from whom we collect “the fields” including language preceding data Collection from students and employees.
- Goal # 5: Utilize legal, partner, and other relevant resources to publish a list of clear and inclusive definitions for each field and response option.
  - Major task:
    - Determine legal requirements
    - Document current Language, location and population asked
    - Research additional options
    - Engage stakeholders
    - Hold Focus Groups (student & employees)



DRAFT - Project Charter\_Gender-Legal



DRAFT - Project Plan\_Gender-Legal Se



Gender, Legal Sex, and the Data Lifecyc

- Analyze & Synthesize results
  - Review Proposal with Stakeholders
  - Compile Feedback and Refer to Appropriate Groups
- Goal #3 Document where the field live in each database, what screens the data seen/edit on the front end of each system, and who should access (DIG becomes owner of documentation)
  - Major tasks
    - Create a field catalog
    - Document colleague Screens & Access
    - Document navigate screens
    - Document Data Location & Access
    - Engage with Stakeholders to Determine who Should have Access
      - Chris Sweet
      - Human Resources
      - DIG
    - Create Protocol for Determining & Assigning Permissions
- Goal #1 For critical external data transfers and reports (e.g. file uploads grant) that use “the fields” create a catalog of mapping including definition and link to websites and codebooks.
  - Major Tasks:
    - Identify 3<sup>rd</sup> party reporting and requires mapping
      - Data Files
      - Grant Reporting
      - Accreditation Reporting
    - Create a Catalog of all Mapping
    - Communicate with Stakeholders on maintenance of the Catalog
    - Publish the Mapping
- Goal #6) High use /high impact reporting services and tableau reports are updated to display currently accepted terminology.
  - Major Task:
    - Create Criteria to Identify the reports to Include
    - Identify the reporting services reports and Tableau Dashboards
    - Update the Reports/Dashboards

**Future Agenda Items**

<p><b>Future Agenda Items</b></p>	<ul style="list-style-type: none"> <li>• Update re: FYE expansion</li> <li>• Update re: Peer Assistant Program</li> <li>• Update from STEP Grant &amp; PTO</li> <li>• Enrollment Report</li> <li>• DEI Goals Updates from sub-committees</li> <li>• Provide updates about Progress Reports and Care units in Navigate and Expanding Navigate beyond advising</li> <li>• House and Senate Bills</li> <li>• CRM</li> <li>• Service Area Assessment</li> <li>• CARE/College Safety Update</li> <li>• Sub-committee Deep Dives</li> </ul>	
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**ARC Full Committee Meeting Dates 2020-2021**

<p>Fall:</p> <ul style="list-style-type: none"> <li>• October 4, 2021 – 10:30 – 12:00</li> <li>• November 1, 2021 – 10:30 – 12:00</li> <li>• December 6, 2021 – 10:30 – 12:00</li> </ul>	<p>Winter:</p> <ul style="list-style-type: none"> <li>• January 11, 2022 – 10:30 – 12:00</li> <li>• February 7, 2022 – 10:30 – 12:00</li> <li>• March 7, 2022 – 10:30 – 12:00</li> </ul>	<p>Spring:</p> <ul style="list-style-type: none"> <li>• April 4, 2022</li> <li>• May 2, 2022</li> <li>• June 6, 2022</li> </ul>
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**Subcommittee Meeting Dates**

<p>Access and Recruitment:</p> <ul style="list-style-type: none"> <li>• Thursday, October 21, 11-12</li> <li>• Monday, November 29, 2-3</li> <li>• Tuesday, December 7, 1-2</li> <li>• Tuesday, January 11, 1-2</li> <li>• Tuesday, February 22, 1-2</li> </ul>	<p>Retention and Completion:</p> <ul style="list-style-type: none"> <li>• TBD</li> <li>• Deep Dive re: Retention and Completion in April 2022</li> <li>•</li> </ul>	<p>Financial Resources and Supports</p> <ul style="list-style-type: none"> <li>• October 11 - 3:30-4:30</li> <li>• November 8 – 3:00-4:00</li> <li>• December 13 – 1:00-2:00</li> <li>• Deep Dive re: ARCFRS in February 2022</li> </ul>	<p>Policy and Steering</p> <ul style="list-style-type: none"> <li>• TBD – as needed.</li> </ul>
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<ul style="list-style-type: none"><li>• Tuesday, March 22, 1-2</li><li>• Thursday, April 21, 11-12</li><li>• Monday, May 16, 1-2</li><li>• Tuesday, June 14, 1-2</li><li>• Deep Dive re: Access and Retention in March 2022</li></ul>			
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