

CALL TO ORDER

President Moore called College Council to session at 2:05 p.m.

ATTENDEES

Council Members Present:

Mary-Rita Moore, Dr. Deborah Baness King, Dr. Susan Campos, Christopher Clem, Dayanne Figueroa, Dr. Michael Flaherty, Mike Garrity, Audrey Jonas, Hilary Meyer, Tom Olson, Elise Rapala, Shelley Tiwari

Absent: Elizabeth Quan Kiu Vazquez, Carlos Garcia Sanchez

Others Present: Jean M. Dugo, Linda Wilkins, Will White, Jodi Koslow Martin, Brenda Jones Watkins, Humberto Espino, Susan Rohde

APPROVAL OF MINUTES

Michael Garrity made a motion to approve the minutes of the March 25, 2019 College Council meeting, seconded by Christopher Clem. The motion carried unanimously by voice vote.

HOT TOPICS

Network Response Time

Dr. Flaherty mentioned his experienced with slow network response time in the student area of the portal, he wanted to know if enhanced security has been added. Mike Garrity stated that all systems are back up at full capacity on and off campus. If you experience an issue, please report the issue to help desk so they can investigate if it is a network or work station issue.

OPERATIONAL ASSEMBLY

Mike Garrity provided the following updates from subcommittees. **Student Affairs** reported numbers were down for summer enrollment which they felt were due to the portal being unavailable off campus. Since the portal is now available on and off campus the numbers are back on track. Student Affairs also reported they had implemented a new reporting structure under Jodi Koslow Martin, VP of Enrollment Management and Student Affairs. Triumph and Surge is fully staffed after the two new hires. **Human Resources** reported that the Susan Rohde is the new manager of the Professional Development Center. She has joined the conversation on Email phishing training. PDC plans on hosting training in the future. The Retirement & Recognition event is on Thursday, April 25th, 2-4 pm all employees are encouraged to attend. **Technology** reported the portal is now available on and off campus as of April 4th. **Research** reported the Cohort 2014 Student graduation information shared by the state is available for the College to use in student success reports. **Diversity Committee** co-chairs met with President Moore to discuss committee membership and they invited her to attend the April Committee meeting. President Moore shared she did attend their April meeting. They discussed committee membership and the open letter regarding the appointment of Academic Vice President. Faculty present voiced an interest to

move beyond the letter and work together going forward. President Moore will update Council and the Campus when there is more information to share.

ACADEMIC SENATE

Curriculum Committee is continuing its work on course outlines, with work study students transferring information onto the new forms. Chairs and Coordinators will review and add the learning outcomes to the forms. **Academic Support Committee** is reviewing the retention alert tool, asking faculty's input on how the tool is utilized. **Academic Scholastic and Standards Committee** plans to bring forth revisions to the syllabus policy. The committee possesses the current language and they are working on additional updates. They may ask for a vote at the May Senate meeting.

STUDENT SUCCESS

Shelley Tiwari and Kurian Tharakunnel presented CCSSE and SENSE 2018: Key Takeaways. The Council had discussion regarding the information gathered in the survey. How do we utilize this information to work on Student Engagement? Do we focus on one initiative? President Moore asked Council to review the data consult their constituent and Council will continue the discussion at an upcoming meeting with more information from Shelley and Kurian. A copy of the presentation has been added to the minutes.

OLD BUSINESS

COWORKER CONNECT UPDATE

Christopher Clem reported that April 9th event was well attended with over 45 participants representing various areas of the campus. Research and Institutional Effectiveness sent a survey to participants and they have received 42 responses to date. The sub-committee will use this information to plan for future initiatives.

NEW BUSINESS

CAMPUS COMMENT UPDATE

President Moore reported that an assessment was recently posted on President's Corner and the employee portal regarding Campus Comment. Campus Comment was implemented one year ago. In March, President's Cabinet completed a "year in review," evaluating the categories and content comments that came forward, as well as the effectiveness of the cabinet's monthly response structure. Cabinet determined that a longer input collection period would provide better perspective on collective campus concerns (as opposed to individual concerns), allow us to identify important trends in the comments, and help us to provide more robust, satisfactory responses to our campus community. As a result, we will now collect comments throughout the semester, and evaluate the comments as a cabinet at the conclusion of the semester (Sept-Dec., Jan-May, June-Aug). Campus Comment will only be available electronically and will continue with internal poll questions.

NEXT MEETING

The next meeting of College Council is May 20, 2:00 – 4:00 p.m. in B-204/210.

OTHER

COLLEGE COUNCIL MEMBERSHIP

President Moore reminded Council the last day for Hourly and Adjunct employees to submit statement of interest is today. Employees nominated will be included on the election ballot for Hourly and Adjunct representatives. President Moore wanted Council to be aware that the nomination timeline may be extended to give individuals additional time to express their interest.

MISSION & VISION UPDATE

Christopher Clem asked for an update on Vision & Mission. President Moore stated that the Mission & Vision is with Cabinet for consideration. President Moore is continuing the conversation with Trustees and will provide an update to the sub-committee and Council once there is information to share on next steps.

ADJOURNMENT

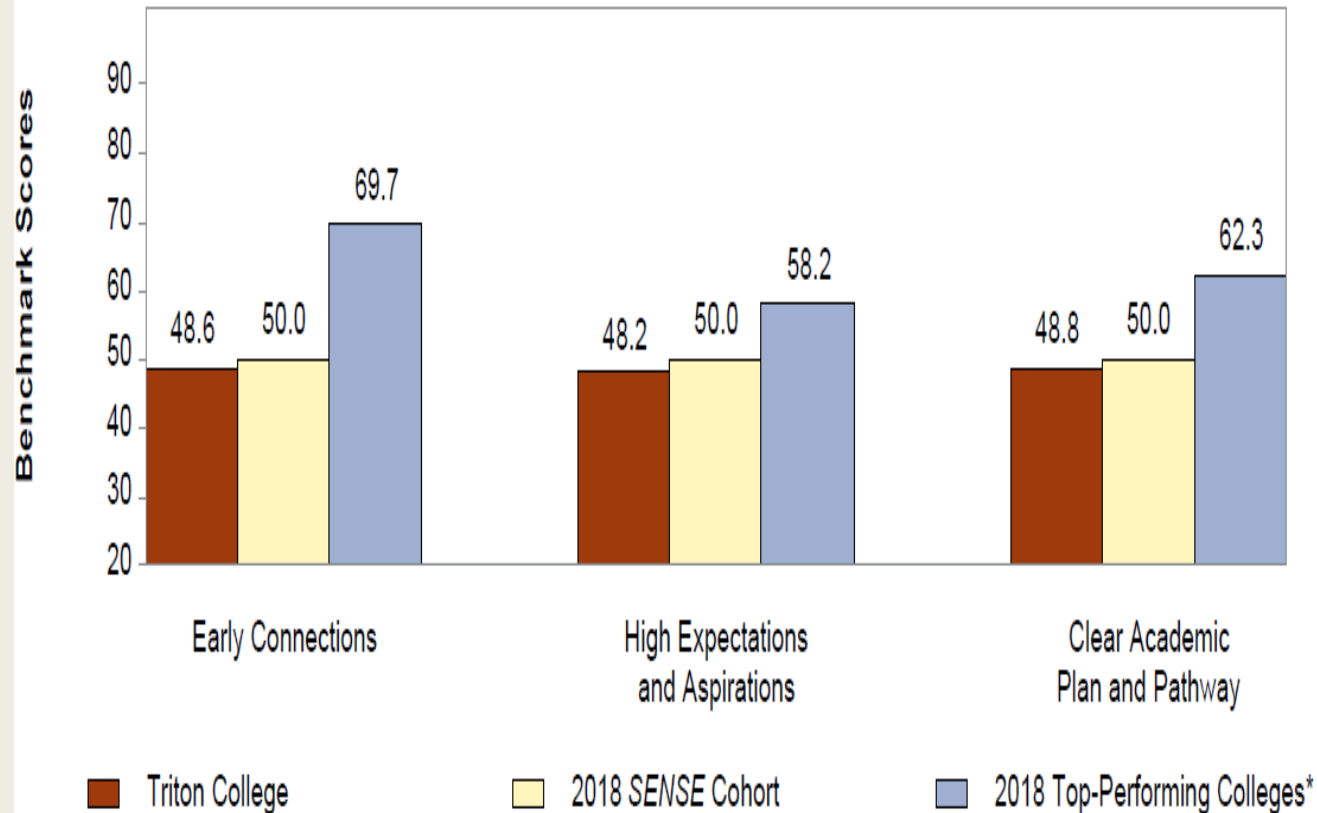
Michael Garrity made a motion, seconded by Dr. Michael Flaherty, to adjourn the meeting. College Council was adjourned at 3:38 p.m.

/jf



CCSSE AND SENSE 2018: KEY TAKEAWAYS

SENSE 2018 Benchmarks



*Top-Performing Colleges are those that scored in the top 10 percent of the cohort by benchmark.

SENSE Benchmarks

★ Early Connections

When students describe their early college experiences, they typically reflect on occasions when they felt discouraged or thought about dropping out. Their reasons for persisting almost always include one common element: a strong, early connection to someone at the college.

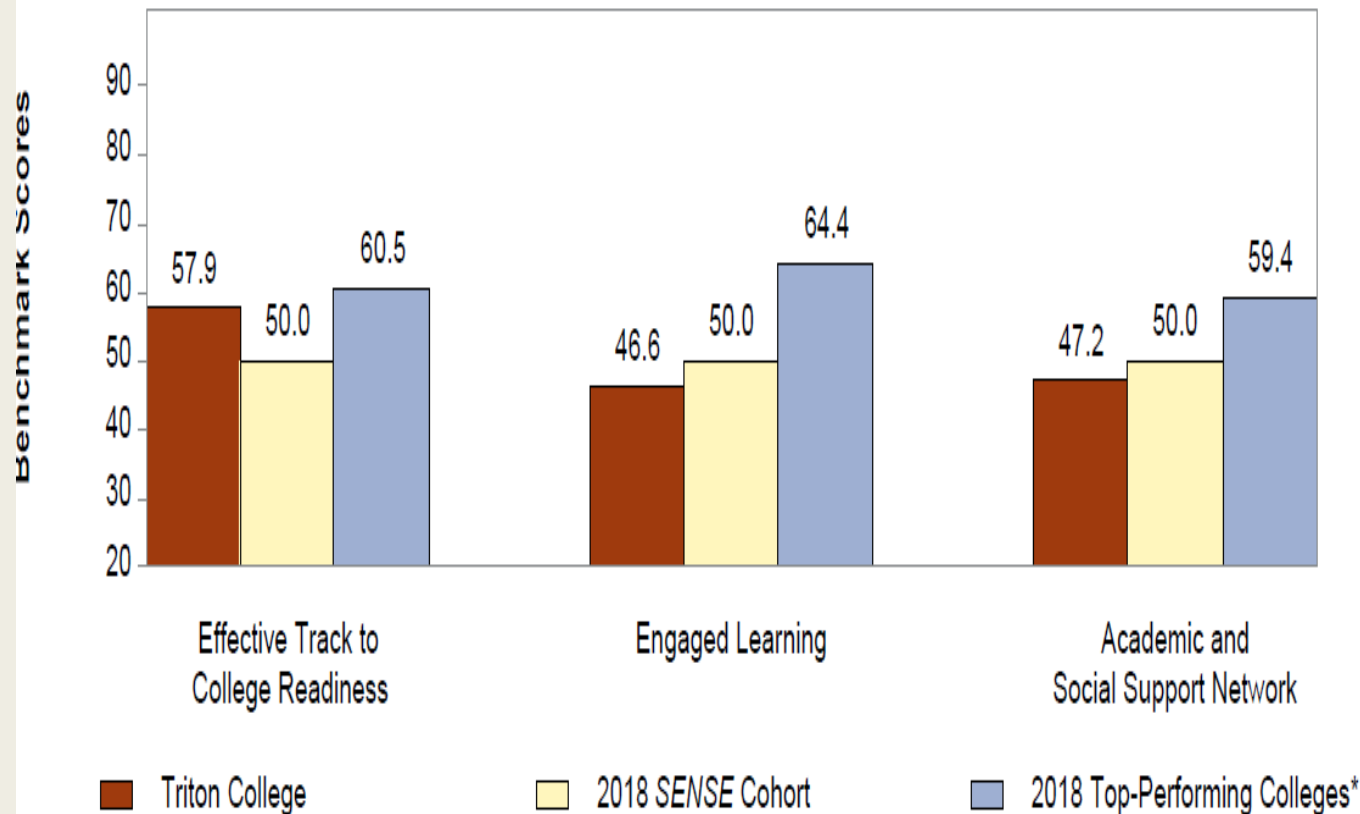
★ High Expectations and Aspirations

Nearly all students arrive at their community colleges intending to succeed and believing that they have the motivation to do so. When entering students perceive clear, high expectations from college staff and faculty, they are more likely to understand what it takes to be successful and adopt behaviors that lead to achievement. Students then often rise to meet expectations, making it more likely that they will attain their goals. Often, students' aspirations also climb, and they seek more advanced credentials than they originally envisioned.

★ Clear Academic Plan and Pathway

When a student, with knowledgeable assistance, creates a road map—one that shows where he or she is headed, what academic path to follow, and how long it will take to reach the end goal—that student has a critical tool for staying on track. Students are more likely to persist if they not only are advised about what courses to take, but also are helped to set academic goals and to create a plan for achieving them.

SENSE 2018 Benchmarks (Cont.)



*Top-Performing Colleges are those that scored in the top 10 percent of the cohort by benchmark.

★ Effective Track to College Readiness

Nationally, more than six in 10 entering community college students are underprepared for college-level work. Thus, significant improvements in student success will hinge upon effective assessment, placement of students into appropriate courses, and implementation of effective strategies to ensure that students build academic skills and receive needed support.

★ Engaged Learning

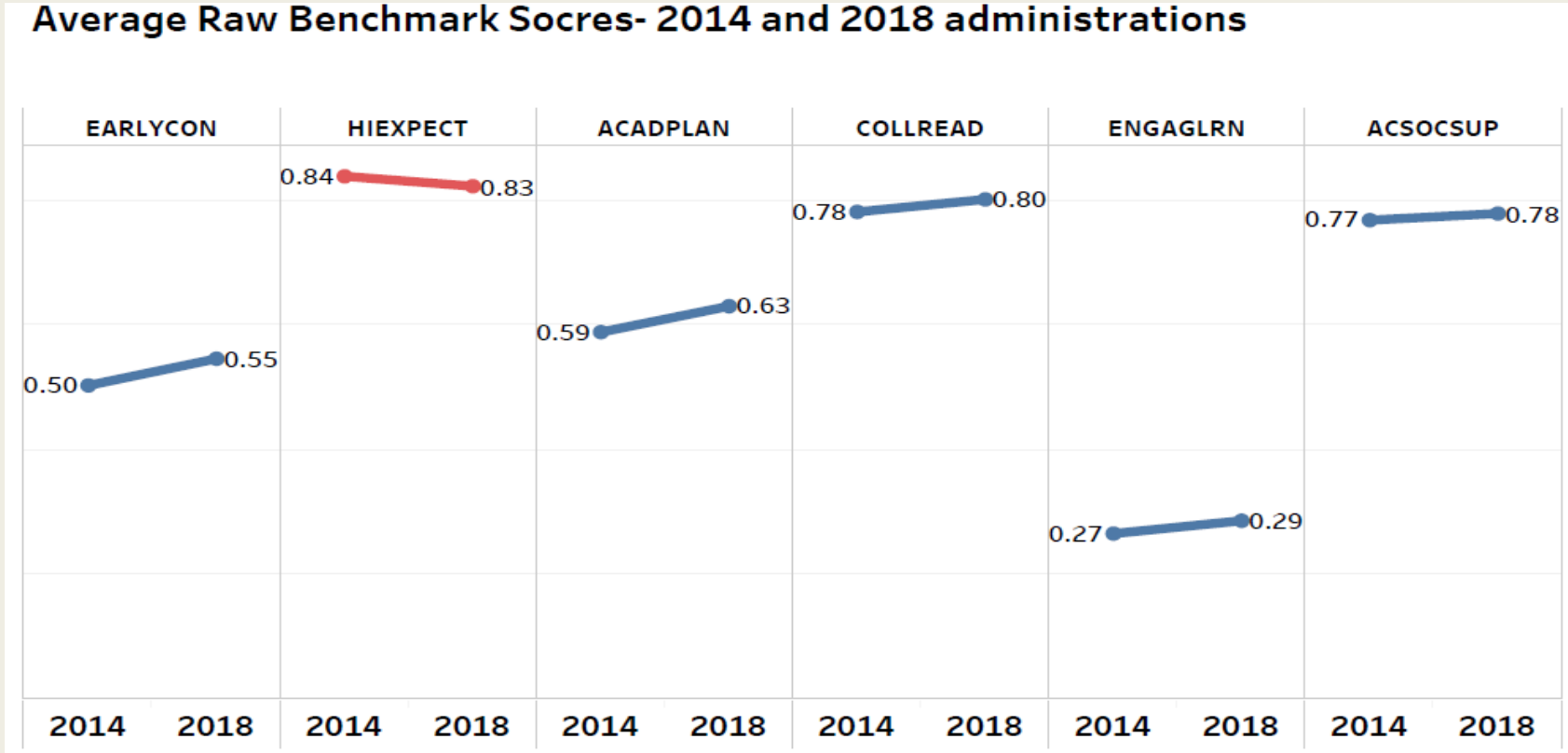
Instructional approaches that foster engaged learning are critical for student success. Because most community college students attend college part-time, and most also must find ways to balance their studies with work and family responsibilities, the most effective learning experiences will be those the college intentionally designs.

★ Academic and Social Support Network

Students benefit from having a personal network that enables them to obtain information about college services, along with the academic and social support critical to student success. Because entering students often don't know what they don't know, colleges must purposefully create those networks.

Comparison to SENSE 2014 Results

Compared to 2014, average raw score of all benchmarks improved except High Expectations and Aspirations



Guided Pathways Module: Key Points

■ Duration of the Program

27% of entering students at Triton said a staff member at the college *talked to them about how long it will take to complete their certificate or degree* compared to *45.7%* nationally.

■ Transfer Credits

29% of entering students at Triton said a staff member at the college *talked with them about which credits will transfer toward their intended program or major at the four-year institution* compared to *36.8%* nationally.

■ Transfer Process

22.5% of entering students at Triton said a staff member at the college *talked with them about the overall process for transferring to a four-year institution* compared to *32.5%* nationally.

■ Academic Plan

55.7% of entering students at Triton said *at the college they are required to follow an academic plan that specifies which courses they are required to take* compared to *66.9%* nationally.

■ Process for Changing Major/Program

27.8% of entering students at Triton said *if they were interested in changing their program, major, or pathway of study at the college, they know how to go about doing that* compared to *38.1%* nationally.

Aspects of Highest Student Engagement

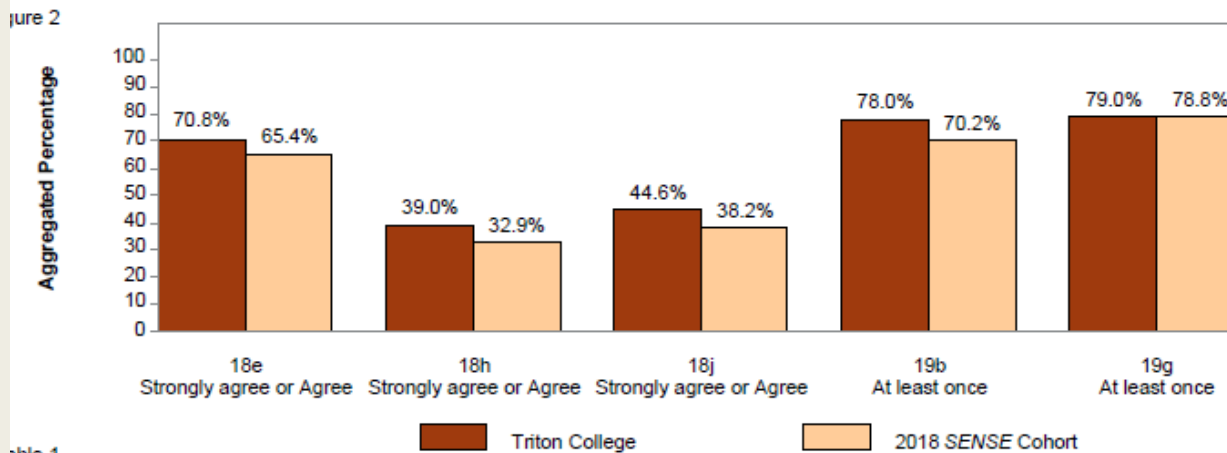


Table 1

Benchmark	Item Number	Item
Clear Academic Plan and Pathway	18e	An advisor helped me to select a course of study, program, or major
Clear Academic Plan and Pathway	18h	A college staff member talked with me about my commitments outside of school to help me figure out how many courses to take
Early Connections	18j	A college staff member helped me determine whether I qualified for financial assistance
Engaged Learning	19b	Frequency: Prepared at least two drafts of a paper or assignment before turning it in
Engaged Learning	19g	Frequency: Worked with other students on a project or assignment during class

Aspects of Lowest Student Engagement

Figure 3

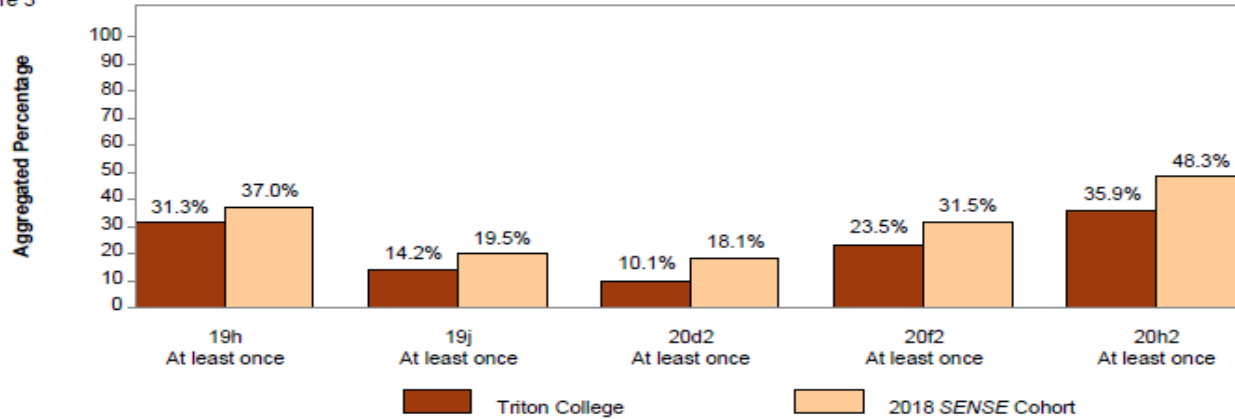


Table 2

Benchmark	Item Number	Item
Engaged Learning	19h	Frequency: Worked with classmates outside of class on class projects or assignments
Engaged Learning	19j	Frequency: Participated in a student-initiated study group outside of class
Engaged Learning	20d2	Frequency: Used face-to-face tutoring
Engaged Learning	20f2	Frequency: Used writing, math, or other skill lab
Engaged Learning	20h2	Frequency: Used computer lab

First Three Weeks: Awareness, Use and Effectiveness of Support Services

- 72% of entering students report that they are aware of the *advising/planning services*...yet 48% report NEVER using these services
- 77% of entering students report that they are aware of the *tutoring services*.....yet 90% report NEVER using the face-face tutoring services
- 70% of entering students report that they are aware of the *writing/math labs*...yet 77% report NEVER using any labs
- 73% of entering students report that they are aware of *computer labs* at the college.....yet 64% report NEVER using a computer lab
- 39% of entering students report that they are aware of *transfer credit assistance* at the college and 80% want to transfer....yet 95% report NEVER using it

Peer-Peer Interaction/Outside of Class Engagement

- 80% of students report *working with classmates INSIDE class*...but only
 - 31% report *working on assignments or projects OUTSIDE of class*
 - 16% report *working on Required study groups OUTSIDE of class*
 - 14% report *working on Student-initiated study groups OUTSIDE of class*

Time for Reflection

Think, pair and share on your tables the following questions about the given data:

- 1. In your perspective, what underlying factors might have contributed to these data points?*
- 2. What are some of the steps that the college can take to address the issues?*
- 3. Is there any additional data/information you would like to see about this topic?*