

Student Affairs Leadership Team Meeting
May 21, 2024
2:00 p.m.
WVC Science Building, Room 61

Participating: Matt Fowler, Amber Malone, Libby McVicker, Cassandra Goldman, Wain Davis, Chad Groves, and Katie Hinderliter (Recorder)

Guests: Holly O'Brien, Jamie Carman, and Drew McMurray

Dr. Fowler opened the meeting by stating that the Student Affairs Division is tasked with various projects that require building something from scratch. These projects are intended to begin the process of providing wrap-around services for our students or to help us identify what those services might be. When discussing housing, AI, a holistic mental health approach, tutoring, and retention, these are all parts and pieces of the holistic approach that will constitute Student Affairs. His expectation is that each member of the Student Affairs Leadership Team (SALT) will have items on the agenda to report on each month.

Student Housing: Cassandra reported on the housing agreements that have been drafted and are currently being reviewed by a committee consisting of herself, the Athletic Directors, and Nick Knapp, IECC's Construction Project Manager. The committee has met twice with plans to meet again next week. Cassandra outlined the agreements and each of their purpose, as follows:

IECC Affiliated Housing Agreement: Agreement between IECC and each affiliated housing partner formalizes IECC's expectations of the housing provider's resident facilities and what the housing partners can expect from IECC.

Resident Advisors Agreement: Agreement between IECC and Resident Advisor (likely an IECC employee/PT employee) formalizes IECC's expectations of the RA's role and outlines compensation.

IECC Student Housing Contract: Agreement between the student and IECC. It details IECC's expectations of student residents of IECC affiliated housing and outlines processes and procedures for students.

IECC's existing housing partners will first be approached to discuss entering into an agreement. From this point, the agreement needs to clearly define IECC's expectations from a housing partner. Cassandra welcomes review, comments, and suggestions from SALT.

Part of the agreement outlines an annual inspection of the provider's facilities to be conducted by a member of SALT with the provider. Nick Knapp is working to develop an inspection checklist for this process. One of the challenges is how to bring these housing partners into compliance while students are currently residing in the housing facilities. One of the benefits we can offer to housing partners is handling payments through the Business Offices.

Walk-In Wednesdays: The Walk-In Wednesday events piloted last summer at LTC are moving forward district-wide this summer on the following Wednesdays: June 26, July 10, July 17, and July 24. The Learning Commons will offer Getting Started sessions to students on these Wednesdays with the goal of increasing the number of students completing before orientation or the start of fall classes. Cassandra will be reaching out to ask for commitments from employees to assist with these sessions over the summer.

College to Careers Presentations: The first College to Careers Presentation will take place on June 21 at FCC and will be live streamed to the other campuses via our synchronous classrooms. These presentations are geared towards students but are also available to anyone from the public. This is the first of several career presentations being offered from the College & Career Specialists and Retention Coordinator.

First 10 Days Keys to Success: The Onboarding Committee (renamed from the Orientation Committee) is focusing on onboarding, and at the last session, the committee discussed keys to success to implement within the first 10 days. Cassandra summarized the committee's ideas for students:

Intervention exercises: "Cheers and Fears" informal sessions during the first 10 days in the Learning Commons, led by fellow student leaders, to discuss fears, anxieties, struggles, and successes, and to guide conversations and provide insights.

Interactive Campus Maps: Research in persistence and retention shows the importance of interactive campus maps. This fall, the goal is to have copies of campus maps readily available to students at major touchpoints across campus to help students orient themselves.

Mentorship/Tutoring: Offer informational sessions during the first 10 days to discuss tutoring, educational, and academic resources. The goal is to continually reorient students to these services and show them how to utilize them. Dr. Fowler noted that tutoring typically does not start until late September, and the need to hire tutors early or seek out professional tutors to be in place by the first day of classes.

Early Alerts: Encourage faculty to utilize the Early Alert system "early and often" when they have students struggling, so that students are identified and appropriate follow-up with possible referral to the aforementioned services can occur. Reports show many faculty with student drops submitted NO progress reports. There is a need for early alert access for admissions and records, advising, financial aid, and business office to submit early alerts. The SALT group will meet prior to June 24 to discuss setting up early alert access for special populations in CRM Advise.

Activities Calendar: Provide students with a calendar during orientation that outlines activities available to them during the first 10 days of classes. We need to explore software to allow students to "check in" to activities, events...etc.

Financial Resources: Be more intentional about ensuring that financial aid information is available to students, including information on tutoring, NelNet, meal plans, and work study.

Speakers: Invite speakers to discuss financial stresses and paying for college, to provide students with information and connect the community with our campuses.

People: Ensure IECC staff are available to greet students near an entry door during the first week of classes, so that students feel welcomed and supported.

Student Advisory Board: The IECC Student Advisory Board (ISAB) Bylaws have been reviewed by SEPC. The student definition was revised to match the student definition in the Student Code of Conduct, which will allow for a larger inclusion of students who qualify for membership to ISAB. Additionally, it was noted that the letters of recommendation language was removed and will now be part of the application process. Cassandra will focus efforts on identifying the existing clubs and organizations on each campus to ensure that they are active. The Academic Affairs division is looking at determining whether a student club is also a class. This will affect the number of clubs on campuses. The ISAB will approve new student clubs and organizations while also approving funding opportunities for student clubs and organizations. Dr. Fowler noted that at the April SEPC meeting, it was decided that SALT will retain decision-making authority on how the student activity fee will be allocated going forward.

Student Code of Conduct: The Student Code of Conduct has been reviewed and discussed at SEPC and was approved at the May meeting. Any future modifications or changes shall be reviewed by SALT. As there is not yet an Artificial Intelligence Policy in place, the language contained within the approved Student Code of Conduct references improper or unapproved use of AI rather than an approved policy. It was noted to add a reference to withholding a student diploma in the event of a serious misconduct at the next review and revision.

Holistic Plan for Student Mental Health: Holly reported on the “IECC Thrives – A Holistic Approach to Mental Health” document, which outlines a holistic approach to mental health promoting the global wellness of students by focusing on eight dimensions: emotional, spiritual, intellectual, physical, environmental, financial, occupational, and social. Holly highlighted new initiatives to support these mental health efforts, including the MindWise Mental Health Screening platform, which offers free screenings and referrals. Through the Mental Health Action on Campus initiative, we are required to track data on which mental health screenings are being used by our students.

Based on the recent health and wellness survey, Holly will begin offering “Counselor Chats” to provide education on various mental health topics to students and faculty/staff. Additionally, “Let’s Talk Consultations” will be offered quarterly to students on each campus. Holly wanted to be clear that these are not counseling sessions.

A laptop lending program will be implemented in each campus’s Learning Commons, along with the launch of a “Healthy Body, Healthy Mind” campaign aimed at supporting healthy eating

habits. Holly has been trained as an instructor of Mental Health First Aid and will begin offering training sessions to faculty and staff in the fall, which certification lasts for three (3) years.

TRIO Eligible Determination and First Advising Appointment: Wain reported that the TRIO application process has been updated and simplified based on feedback from the recent mentor training. In reviewing our student population, more students are eligible than those currently being served by the TRIO SSS program. He is finding it difficult to get students to commit to anything. To alleviate students' reluctance, Wain proposed that TRIO be the first advising appointment for low-income or first-generation students, rather than students being referred to the program with no follow through. On the application for admission, students are asked to declare if they are first-generation students, but the application does not collect data on low income or disability status. Currently, TRIO enrollment is at 158 and needs to be at 190. Dr. Fowler proposed a meeting for further discussion between Wain, Jamie and Amber and suggested these three reporting out at next month's meeting. Amber will work on a list of CTE programs that function similarly to transfer.

Learning Commons Update: Chad reported that the directors are working towards getting things dialed in over the course of this summer. Chad is overseeing ADA; Lori is overseeing tutoring; Rena is overseeing testing; and Karissa is overseeing library services.

TRIO SSS Grant Update: Wain provided a draft of the FY25 SSS Program grant application to SALT for review. His goal is to have a finalized version ready by June 15, with submission by July 1. He asked for letters of support from specific college personnel to be submitted in a timely manner.

OAR Update: Pursuant to the Student Debt Assistance Act, this is the first year for reporting information regarding financial-based transcript and registration holds. Amber reported that degrees will be certified by June 7, with diplomas mailed out by mid-July, and academic honors pulled by campus.

AI Policy: Assistant Professor Drew McMurray discussed the faculty perspective on dealing with AI use by students. He is part of an AI focus group which will meet this week to discuss drafting policy. Dr. Fowler stated that the goal of SALT is not to police AI, rather that there is opportunity to explore changes to instruction and learning outcomes.

Tutoring: Pear Deck Tutor, formerly known as TutorMe, was renewed for 100 tutoring hours for a one-year term. The Knack tutoring program was discussed with options for subject matter expertise and the opportunity to pay IECC faculty and staff for tutoring. Student tutoring will still be utilized, noting that the sooner students can be employed and trained, the better positioned we will be to assist students in face-to-face tutoring.

Academic Probation Process/Procedure: As soon as grades roll, admissions and records run the probation, suspension, and academic warning lists. Academic warning occurs when a student drops below a 2.0 GPA for that term. It does not result in any type of hold, but a letter sent to the

student asking them to reach out to an academic advisor and the Learning Commons. This year, 122 letters were mailed out for academic warning, compared to 123 letters mailed out last term.

Academic probation/suspension occurs when a student drops below a 2.0 cumulative GPA. Students receive an academic standing chart outlining what constitutes academic warning, probation, and suspension. Based on their status, they also receive an academic plan to complete and return to an advisor or retention coordinator. Probation/suspension numbers looked similar, with 54 students on probation last year and 37 this term. Holds are placed on academic probation when an advisor attempts to register a student. Amber submits a chart of all students on probation and suspension to academic advisors, financial aid, and retention coordinator/college and career specialists, and records personnel. There needs to be follow-up on what happens after students are identified and placed on academic probation. Amber will outline the current procedure for us to revisit.

Behavioral Incident Report: The Dean of Students will work through complaints to determine if an incident can be handled informally by faculty and staff or if it rises to the level of written documentation and procedural follow-through.

Student Trustee Selection Procedure 100.4: A copy of the Student Trustee Selection procedure was provided with slight modifications, including changing the word “college” to “campus,” and replacing “the representative college” with “IECC.” SALT approved these informal changes as presented, and the changes will be published.

Employment Update: A recommendation for the Program Director of the International Program is being submitted in the personnel report to the Board tonight. Once approved, this person will be joining SALT following their start date of July 1.

Meeting ended 4:30 p.m.