# SBVC
## Student Services Council

**Members:**

**Student Services Mission: To provide a system of support services that enhances student success and achievement of educational goals.**

| Name | A | P | Name | A | P |
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| Dr. Scott Thayer | | | Joseph Nguyen | | |
| Andre Wooten | | | Justine Plemons | | |
| Andrea Hecht | | | Kathy Kafela | | |
| April Dale-Carter | | | Marco Cota | | |
| Ariel Davis | | | Maria Trujillo | | |
| Carmen Rodriguez | | | Oscar Rodriguez | | |
| Celia Huston | | | Dr. Raymond Carlos | | |
| Cindy Huerta | | | Sam Trejo | | |
| Deanne Rabon | | | Shalita Tillman | | |
| Elaine Akers | | | Sharaf Williams | | |
| Fermin Ramirez | | | Veada Benjamin | | |
| Jamie Herrera | | | Yancie Carter | | |
| Joanne Hinojosa | | | | | |

| TOPIC | DISCUSSION | FURTHER ACTION |
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| 1. **Student Services Goals/Themes (5:00)** | Scott: <br> 1. Enhancing the Student Experience 2.0 <br> Students are being helped by the departments. <br> 2. Student Engagement & Retention <br> We know as we move into Ab705 and guided pathways that this is our shift in regard to our focus of student success. Now it's not getting them here, it's getting them here and having them complete. Complete the goal they've identified in their ed goal. Whatever that is, we want to define the goal and identify the pathway needed to get there. And provide them information if they decide to expand. So that student engagement and retention is critical. We don't want them to be here one semester and the next they're gone. We want to create that clear pathway so that they can feel they can accomplish it because of the support system they have. <br> 3. Communication <br> Communication has been getting better between departments. Working together in support of the students has been good. Communication can insure we give out accurate information. | |

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| 2. **Accreditation** | Scott:<br>It's coming in October.<br>Accreditation is the institutional self-evaluation.<br>See Handout:<br>• II.C.1 is the part of Student Services<br>• We need to add to this to fully show what we are doing as a department.<br>• If we are missing something, we need to put it in here.<br><br>Justine:<br>Does this address all departments?<br><br>Scott:<br>Yes. This is the draft that is to be reviewed and put together.<br><br>Elaine:<br>How would you like us to submit the evidence?<br><br>Scott:<br>They will ultimately be links, but if you have PDF's you can send them to me and CC Kathy. Kathy will put it all together. There are some other check lists that I will get with some of you individually. The Accreditation team will ask for specific items; they just wants to know we are doing what we need to do. Evidence can be sent to me and Kathy and we will compile it. | o Review Accreditation Document:<br><br>II.C.1, II.C.2, II.C.3 |
| 3. **Enrollment** | Scott:<br>See EIS Snapshot Handout<br>• We get this daily Snapshot from TESS which is an overview of enrollment.<br>• On the top shows where we are currently and the bottom show where we were a year ago.<br>• We made a concise effort because we are meeting enrollment; now the goal is to manage enrollment.<br>• We had 114 less active students compared to last year but we have over 1,400 active seats. So, what that tells us is that those students are taking more classes. The number of active seats is the number of students taking classes. Long story short we are up about 120 FTES. | |

| 4. Behavioral Information Team (BIT) | Scott:<br>Today Elain and Ray are going to give us an overview of BIT. We wanted to share a couple of number which were shared on Opening Day.<br><br>Elaine:<br>What we have noticed that not everyone knows how to access the BIT team. The BIT team is a multi-disciplinary team. The purpose of the BIT Team is to become aware of students of concern or a threat. What we hope will happen is we become aware of it early on so that we can recommend and facilitate services to help them become successful. Maybe find out what's going on with them and maybe their perception of what they think is going on. The biggest thing is that we care and we want them to succeed. When we get referrals then it allows us to see trends so that we can see if students are struggling. Our job is to try and connect but it's up to them to respond. But a lot of times they don't respond to us but maybe they don't know us. We might get a student who pops up more often. We would like to become more effective in helping students, in connecting. And when behavior does escalate to a point where they might be in danger or a threat addressing appropriately sometimes starts with behavior where they first meet with Ray. Ray would then meet with them to assess the situation.<br><br>We just had a training with NABITA who a National Behavioral Intervention Team Association and they have a number of tool that we are going to be implementing and using that take out the subjective aspect out of how we are evaluating students. They are very well researched tools that can help determine the level of threat.<br><br>One of the tools is to determine the written word like emails, text, paper, etc. That tool helps us evaluate that type of a threat. Because sometime the emotional content makes us feel like it is a threat but in reality, there isn't an actual threat. We | |

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| | don't want to over respond or under respond. We don't have any power. Were more of a case management where we can make recommendations but we can't make anything happen. Things might happen at the administrative level, the behavioral level, or Title IX level. The purpose of having a multi-disciplinary team you want as many perspectives as you can get because we all have different experiences and different blind spots. We need people who know movies and social media from different perspectives and people that are younger, and people who are younger. People who know weapons and shooting ranges.<br><br>We're working on revising that yellow folder and we're putting in there the link of how you can access the different reports for students who are of concern. We have the Student Conduct Incident Reports, the Student of Concern Report, Academic Integrity, and Student Misconduct.<br><br>Raymond:<br>Just two things, sometimes a student would be of concern also create a disruption at that point and even though Elaine's office might reach out to the student sometimes we use the Conduct office to mandate an intake. It requests them to be in good standing. At a certain point when there is suicide ideation, threat to self or threat to others FERPA goes out the window. At that point we are allowed to call the parents if we find that the family is supportive. At that point we are allowed to talk to others freely. Emails, text messages, writings, we will most likely follow up with you especially if it is a critical state of a student. We know that challenges come from all different states. Every situation is different. There is no cookie-cutter approach because there is no cookie-cutter student. But we're open to talk more for specific situations in your department.<br><br>Elaine:<br>We want to have the yellow folder widely distributed and when we | |

| | have it we would love to come to your department to go over it with your staff. So, it just kind of gives you a rubric if you have a student of concern it will ask you come questions to help figure out where that person fits. On one side, it has academic indicator, safety indicators, physical indicators, psychological indicators to just help do a little bit of thought. See something, say something, do something. If you see something off about the student this will help you. Also, reach out to the student. If you ask them, they'll tell you. They want to know that we care. You can go over these questions with the students to determine where they are and how you can help. There is also a suicide prevention scale that you can go over with a student.<br><br>Scott:<br>Thank you to Elaine, Ray and BIT. We're all in this together. You have to give the student the opportunity to change the behavior. And the only way they're going to know that is if you tell them. Now I have to tell you, if there is ever a concern for your safety that is what Campus Police is for. There is reporting on the website that will be rerouted to a member of BIT. Even if the student doesn't respond they might be glad that someone notices and we are able to provide resources to the students. We want to know what's going on.<br><br>Elaine:<br>The county has a Crisis Response Team who can come to campus to that will come and do an evaluation of a student of concern. If a student is determined to have mental health problems, they transport them.<br><br>Oscar:<br>I've had an incident where I had to call police on a student. I didn't feel at danger. But I felt like it was an over excessive response with police and security.<br><br>Scott:<br>Having Campus Police and BIT is helpful. We had a two-day training where Valley and Crafton Police participated. The thing about the | |
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| | roles, is that campus police is there for any threat. We do debrief it; we do discuss it. But they have protocol on how to handle situations. We let them do their training; they let us do ours and we come together to try an minimize those situations. But we know that's not always going to be the case. | |
| 5.  **Office Hours** | Scott: We are on extended hours until further notice. Post office hours on the doors and on our website so that students are aware what they are.<br><br>Resource Guides: They are available online We want our frontline staff to have them but refer to<br><br>Student Area Outcomes:<br>▪ Needs to be reviewed and assessed.<br>Raymond:<br>▪ Spoke with Bethany Tasaka. We are working on the language and training to make it easier for Student Services to create SAO's<br><mark>STOPPED AT (49:13)</mark><br>Scott:<br>See Handout<br>Basics of the Accreditations – good overview for accreditation | |

| 6. Updates/Other | Elaine:<br>See Handout:<br>    ▪ Deadline is March 1st<br>Tent Event: See Handout<br><br><br>Ariel:<br>Senior Day is going to be April __.<br>Please RSVP if you would like to participate on the resource<br><br>April:<br>We are currently accepting Spring Grad apps; the deadline is<br>_____<br>Students can request transcripts regardless if they have an outstanding balance on enrollment fees unless they have holds on other departments.<br><br>Balance:<br>SM19 – 705 - $77,587<br>FA19 – 2,527 - $535,336.43<br><br>Are we moving towards drop policy?<br>Are we going to move towards payment plans?<br>A lot of the students with outstanding balances are athletes or out of state students.<br><br>Ariel: I have a question – if a student has receives the Promise Grant (former Pell Grant)..<br><br>April: It depends on the policy.<br><br>(1:00:00)<br><br>Veada: Students are able to make partial payments online.<br><br><br>Kathy Kafela: Cal States System has opened up for students to input their fall grades. There are campuses who have supplemental applications which can for a transcript to be uploaded. CSUSB requires transcripts to be submitted by February 15th. We are about 680 applications for Cal State only. We thing our students are looking at other options and not only at Cal State San Bernardino.<br><br>Sharaf: Do you know what percentage of the students who – | Request data to see how |

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| | Kathy Kafela: I do get a denied list and the reasons because we do have a relationship with CSUSB. The nursing students are the higher number of denied students. | |