

Student Affairs Committee

Monday, December 11, 2017

9am -10:30am

Meeting 17/18:04

Agenda

Present: S. Ohannesian (Chair), Rozana Carducci (Vice Chair), Gina Curcio (Recorder), Erin Loescher, Jayashree Ranga, Forrest Rodgers, Fatima Serra, C. Sullivan, Joseph Kelleher

I. Review and approval of previous meeting minutes

II. Residence Life closing policies update

- Peter Walker, Chair of Academic Policies Committee, brought up the policy of forcing students to leave dorms before classes end for Thanksgiving break. Day College classes run from 4:30pm - 6:50pm but students have to leave their dorms by 5pm the Tuesday before Thanksgiving. Therefore, students are unable to go back to their dorms after class to get their belongings before leaving for break. Thus, many students simply don't go to class. Given this, the university should consider revising this policy.
 - S. Ohannesian reached out Rebecca Jimenez, Director of Residence Life to discuss this policy, including the reasons for this policy and the potential for revising this policy. Becky's response was the following:
 - Students were told that residents could make arrangements with area coordinator or graduate residence director to access their room if they had class or work after 4:30pm and accommodations would be made
 - For winter break:
 - ❖ Continue to accommodate special circumstances for students that do not have a place to go, including providing places for students to wait for rides after the residence hall has closed
 - ❖ Residence hall closing was changed to 7pm on December 21st unless snow date needed for finals
 - ❖ Becky and her team are reviewing with her team the possibility of keeping residence halls open for short period during Thanksgiving Break
 - P. Walker suggested that the university survey students on this issue and asked the committee for their feedback on this
 - Committee agreed that they seem to be trying to accommodate students and did not see a need to survey students at this time.

- C. Sullivan noted that she is working with Becky in regards to the possibility of a 9-month room and board option for students to stay over breaks
- F. Rodgers noted importance of communicating this info to students
 - F. Serra suggested that the committee recommend that Becky communicate residence closing to faculty so faculty can make an announcement in class at least a week in advance of residence hall closing

III. Student Success Team Discussions (Readings 3 & 4)

- Team A met to discuss the main points of Reading 4 report and the relevance of these themes to Salem State while Team B met to discuss these for Reading 3.

Team A (Members Present)

R. Carducci Carducci
 Erin Loescher
 Jay Ranga
 Fatima Serra

Team B (Members Present)

Gina Curcio
 Joseph Kelleher
 S. Ohannesian
 Forrest Rodgers
 Christine Sullivan

Team Report Out

- Hardwiring Student Success summarized by S. Ohannesian
 - (3) Main components of report:
 - Retention Efforts
 - Early Alert
 - Academic Component
 - Checklist at beginning of document with questions like does your Institution have a full-time individual with retention in their title?
 - The consensus of the report was that many universities have a lot of components discussed in the report but these efforts are not adequately resourced or staffed
 - ❖ Team B agreed this was the case at SSU. There is an underutilization of resources
 - Other Key Points of Report & Their Application to SSU:
 - Universities cannot expect students to seek out services
 - ❖ Universities need to make students aware of resources and do a better job of bringing the information to students rather than

them having to seek out the information themselves because many students will not seek out information/services

- Financial literacy is a huge need of students
 - ❖ S. Ohannesian suggested offering a course for students on financial literacy?
- Other student course ideas include time management, how to approach faculty if they are having difficulty in a course
 - ❖ These types of courses have been offered in the past but have not been well-attended.
 - ✓ S. Ohannesian noted the importance of ensuring that these courses/workshops are offered during times that fit with students' schedules or maybe even online
- Many universities covered in research universities but not representative of our students
- The report promoted the idea of getting faculty to report more frequently about status of students
 - ❖ However, faculty at SSU are already overloaded
- Better utilizing technology
 - ❖ For example, students oftentimes don't know they have holds until they meet with faculty during advising
 - ✓ Possibility of having popups in Canvas for students that have holds?
 - ✓ Create Canvas courses for the registration process and how to clear holds, etc.
 - ✓ Or having an early alert system embedded into Canvas to make it easier for faculty to submit alerts?
- Refocusing the RA's role
 - ✓ Evaluate the amount of programming they are already doing
 - ✓ Possibly have them do less community wide programming and more one-on-one interventions as suggested by the report (i.e. RA's conduct quick drop-ins with students in a peer mentoring fashion for issues like attendance, etc.)
- Monitoring student transfer requests for students possibly transferring
 - ❖ F. Rodgers likes the idea of having a "reason for the transcript request" inquiry when students submit request
- Outreach to seniors that's have not completed degree to get them to return to the university to complete their degree

- ❖ S. Ohannesian noted that the university is working on an initiative like this
- Defining the Faculty Role in Student Success summarized by R. Carducci
 - This report focused on:
 - Making the case for professional staff advising
 - ❖ Faculty-led training for professional advisors to communicate discipline content
 - ❖ Defining the scope of faculty advisors versus professional staff advisors
 - Policy diagnostic tool for universities to examine high-impact policies
 - ❖ Is the university too strict versus too lenient?
 - ❖ Revise policies to align with best practices (For example, requiring students to get a waiver if taking less than 15 credits so they are away of the impact rather than requiring all students to take 15 credits or not requiring a waiver for students that wish to take less than 15 credits)
 - Faculty and Pedagogical Education
 - ❖ Many universities have discipline specific pilots that are based on best practices and are successful but no direction on how to scale up to make a larger impact
 - ❖ Universities, including SSU, should focus on being more strategic in scaling up successful interventions
 - Early alert systems like Mapworks
 - ❖ No communication to faculty on what happened so faculty know it has a positive impact
 - ❖ Student Privacy was being respected is an important consideration
 - ❖ Positive messaging is important (i.e. helping faculty understand messaging going out to students)
- S. Ohannesian advised that he has not yet heard from Presidential Task Force about when we will have the meeting with Academy Policies

Meeting Adjourned at 10:26 am.

Respectfully submitted,
Gina Curcio