



**Business, Design & Workforce Division Meeting**  
**Thursday, 12:00-1:00pm | February 3, 2023**  
**In Person + Virtual Zoom**

Join Zoom Meeting:	
<p><a href="https://smccd.zoom.us/j/83898528173?from=addon">https://smccd.zoom.us/j/83898528173?from=addon</a>            Meeting ID: 838 9852 8173</p> <p>Meeting Recording: Contact Hyla Lacefield - <a href="mailto:lacefieldh@smccd.edu">lacefieldh@smccd.edu</a></p>	
1. <a href="#">Welcome</a>	Dean Hyla Lacefield
2. <a href="#">Announcements   Updates</a>	
3. <a href="#">Census Drops</a>	
4. <a href="#">Early Alerts</a>	Maria Huning
5. <a href="#">Resource Prioritization</a>	Dean Hyla Lacefield
6. <a href="#">Evaluations, Enrollment &amp; Fall Scheduling</a>	Dean Hyla Lacefield
7. Committee Reports: <ul style="list-style-type: none"> <li>a. <a href="#">Academic Committee for Equity and Success (ACES)</a></li> <li>b. <a href="#">Academic Senate</a></li> <li>c. <a href="#">AFT 1493</a></li> <li>d. <a href="#">Cañada College Antiracism Task Force</a></li> <li>e. <a href="#">Classified Senate</a></li> <li>f. <a href="#">CSEA Chapter 33</a></li> <li>g. <a href="#">Curriculum Committee</a></li> </ul>	

<ul style="list-style-type: none"> <li>h. <a href="#">Distance Education Advisory Committee</a></li> <li>i. <a href="#">Guided Pathways Steering Committee</a></li> <li>j. <a href="#">Instructional Planning Council (IPC)</a></li> <li>k. <a href="#">Planning &amp; Budget Council (PBC)</a></li> <li>l. <a href="#">Professional Development Planning Committee</a></li> <li>m. <a href="#">Safety Committee</a></li> <li>n. <a href="#">Technology Committee</a></li> </ul>			
<p><b>Next Division Meetings (Spring 2023):</b></p> <ul style="list-style-type: none"> <li>1. March 3, 2023</li> <li>2. April 7, 2023</li> <li>3. May 5, 2023</li> </ul>			
<p>Participants:</p>	<p>Hyla Lacefield Ronda Chaney Althea Kippes Sarita Santos Emanuela Quaglia Janice Weeks Kristina Brower David Gainey Jessica Kaven</p>	<p>Maria Huning Elsa Torres Gampi Shankar Kristina Brower Jonna Pounds Leonore Cabrara Candice Nance Mary Hale</p>	<p>Janet Laurin Dr. Julian Branch Richard Schulke Jamie Hui Janet Laurin Peggy Perruccio Richard Schulke Brian Bennett</p>

**NOTES:**

**1. Welcome**

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**2. Announcement | Updates**

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**3. Census Drops**

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**4. Early Alerts - Maria Huning**

- We no longer have a retention specialist for 3 areas.  
We've had some staff changes - these specialists have moves on to full-time positions

on our campus.

- Do not complete Early Alerts through WebSmart – they will not be addressed!  
⚠ Complete Early Alerts through **Canvas** – it can be found in the sidebar. It will be collected by Maria and distribute it accordingly.
- Early alerts go to our team, not to the student!  
We are attempting to determine when a deadline to submit Early Alerts will be.

Turnaround for Resolution:

As soon as Maria spots an Early Alert, it will be assigned within 24-48 hours.

Turnaround, once the Early Alert has been acknowledged, is generally no more than a week.

- Work with your Dean, work with DSPC...  
If a student cannot be reached, it's a professor's responsibility to decide whether a student should be dropped or not.  
Please note their last-attended date so financial aid can be calculated properly.

View Early Alert Myth Buster poster HERE:

[https://www.canadacollege.edu/businessdivision/images/early\\_alert\\_poster\\_2023.pdf](https://www.canadacollege.edu/businessdivision/images/early_alert_poster_2023.pdf)

**Canada College** **Early Alert Myth Buster** **Myth Busters**

An **Early Alert** can be submitted based on 4 academic criteria:  
 1. Academic Progress 2. Attendance 3. Work Quality 4. Homework

If you have concerns outside of these academic criteria, refer to the steps outlined on the **13 Warning Signs** poster or contact your department program administrator.

An Early Alert IS	An Early Alert is NOT
1. An immediate short-term intervention	1. A punishment
2. An optional resource	2. A reflection on your teaching
3. A proactive, purposeful request for counseling support	3. An indication of failure
4. A cry for help for one or more of the students in your class	4. A sign that a student is in "trouble"
5. A connection to services and resources	5. Included on the student's record or transcript

**When you submit an Early Alert the following happens:**

**START**

- The Early Alert submission is reviewed and filtered to the Early Success Team (EST) members: academic counselor or retention specialist.
- Assigned EST member will then collect information about the student listed on the Early Alert submitted.
- The EST member will identify if the student is affiliated with other programs on campus and forward the Early Alert to them to make contact with the student.
- If the student is without affiliation, the student is contacted immediately by phone, email, or message by an EST member who will attempt to make an appointment with the student. If contact is made with the student, they will receive the appropriate resources and supports.
- If contact is not made then the Early Alert is forwarded to the EST for follow-up. Multiple attempts will be made to reach students.
- The EST member will keep trying to contact the student if initial contact has not been made. For the student that is contacted, an action plan will be developed to determine the student's progress.

**13 Early Alert Warning Signs & What to Do if You Encounter Them**

**Myth Busters**  
Canada College

- No show to class**
  - First No Show**
    - Try to contact the student via phone or email to let them know their absence was noticed
    - Contact operating department to inform
  - Second No Show**
    - Submit an Early Alert report if not resolved
- Late to class**
  - After 1st or 2nd occurrence**
    - Speak directly to the student to let them know their lateness was noticed
  - After 3rd or 4th occurrence**
    - Schedule a meeting with the student during office hours
    - After 5th occurrence
      - Submit an Early Alert report if not resolved
- No book/materials**
  - Speak directly to the student
    - Encourage the student to purchase a book
    - Ask why the student does not have a book
    - Check if student qualifies for financial aid, EOPS and/or an emergency loan
    - If you have a spare copy, lend it to the Library of Learning Center for student check out
    - Inquire in the Learning Center or Library about reserve books
  - Submit an Early Alert report if not resolved
- Non-Academic life issues**
  - Speak to student directly to let them know you are concerned
    - If necessary, refer to Personal Counseling, Disability Resource Center, or a Retention Specialist
    - If necessary, Submit a CARES Report on the website: [www.canadacollege.edu/cares](http://www.canadacollege.edu/cares)
  - Submit an Early Alert report if not resolved
- Failed test/quiz/assignment**
  - Speak directly to the student
    - Let them know they did not do well
    - Ask if student understands the material
    - Ask if additional support is needed (i.e. CMC, tutoring, etc.)
    - If determined that student failed due to lack of effort, refer the student to the Learning Center for tutoring
    - If student fails with accommodation, submit an Early Alert report
- Behavior or health issues**
  - If you or any of your students are in immediate danger
    - Contact Public Safety immediately or 9-1-1 if needed
  - Speak directly to the student about the inappropriate behavior
    - Keep in mind that ALL students must abide by the college's student conduct standards to ensure safe and secure student behavior
    - Submit both an Early Alert and CARES Report on the website: [www.canadacollege.edu/cares](http://www.canadacollege.edu/cares)
    - If behavior continues, ask student to leave the classroom and contact Public Safety
- Language barriers**
  - Speak directly to the student to make sure the student understands the assignments and syllabus
    - Consider whether or not there are changes that you can make to your syllabus and directions that might be easier to understand
    - Check-in periodically with the student to see if they might benefit from peer support
    - Check-in with the International Students program to see if they might have students that can assist
    - Refer the student to the Learning Center for academic support
- Intoxicated/Under the influence**
  - If there is a disruptive odor with no clear behavior that indicates intoxication
    - Address the entire class about student code of conduct
    - Ask that the offensive contributor to leave the class and not to return with that odor again
    - If there is disruptive behavior associated with intoxication
      - Contact Public Safety, ask the student to leave the classroom, and submit a CARES Report
      - Follow-up with student to encourage them to return to class without being intoxicated
- Late to class**
  - After 1st or 2nd occurrence**
    - Speak directly to the student to let them know their lateness was noticed
  - After 3rd or 4th occurrence**
    - Schedule a meeting with the student during office hours
    - After 5th occurrence
      - Submit an Early Alert report if not resolved
- Scheduling issues or conflicts**
  - Speak directly to the student about their schedule
    - Give student the benefits of the doubt
    - Contact the student's counselor to help student work out their scheduling issues
  - Submit an Early Alert report if not resolved
- Lack of funds (books, transportation, housing)**
  - Speak to student for more information & provide a "warm handoff" to appropriate college representative such as:
    - Span/Done, Financial Aid, Student Life staff
    - resources (such as books)
    - housing
    - emergency funds
  - Submit an Early Alert report if not resolved
- Sleeping in class**
  - Speak directly to the student
    - Let them know they're naps are noticed
    - Based on information derived from the conversation
      - Refer the student to the proper support program
      - Submit a CARES Report
    - If sleeping continues, submit an Early Alert report
- Indicating a learning disability**
  - If you suspect that a student in your class has a learning disability
    - Please visit the Disability Resource Center website or give them a call at the number below
    - If the student self-reports that they have a diagnosed learning disability
      - Refer student to the DRC for appropriate accommodations
      - If you are unsure what to do, contact the DRC directly at 650-306-3239
- Late add**
  - Speak directly to the student to find out why they are adding the class late
    - Get reasonable expectations to allow student to catch up with missed assignments
    - Write a reasonable amount of time. Follow-up with the student to ensure progress has been made (i.e. books purchased, assignments completed, etc.)
    - Refer student to the Learning Center for tutoring, if necessary
  - Submit an Early Alert report if student is not making progress and/or drop student from class

## 5. Resource Prioritization

This is a part of program review. During program review, you may put in requests.

- Accounting, Business, CBOT, Economics and Paralegal completed their Program Reviews already. Many of them have entered their resource requests.
- If there's professional development that you want to do, we can probably make that accessible considering the parameters of what we're allowed to provide you with.
- HOWEVER, Professional Development requests do not go under Personnel Resource Requests – we're sorry that it shows up in the dropdown menu!
- Example:* We are working with ITS to provide access to Microsoft Office and Adobe Creative Cloud to students who may need it. It's currently pending because Personnel Resource Requests may not be the best space to request such things since it requires access and resources.

- *Example:* We no longer have instructional aids for the business labs. If you need a tutor, particularly for CBOT, please sent them to Maria Huning.

Hyla reviewed requests and their status with the participants.

Voting was carried out:

Participants were all in favor of continuing with requests in this manner.

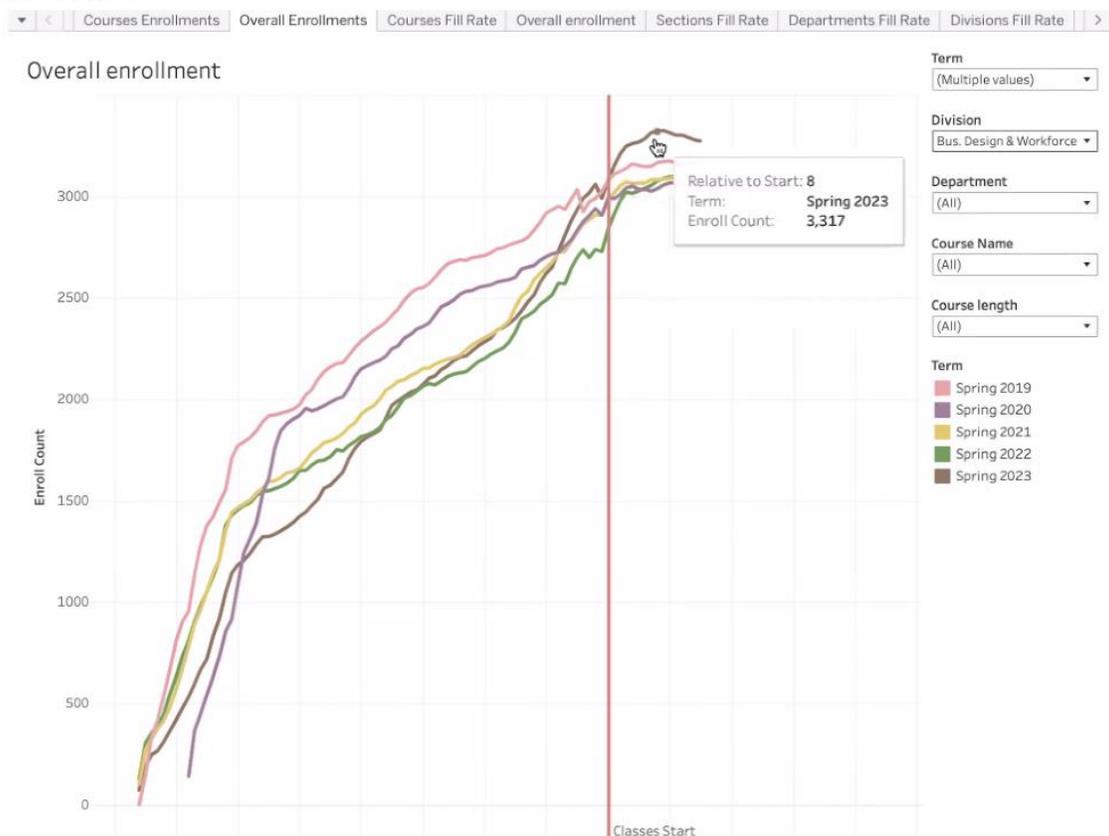
Please request recording for details.

We will bring this subject back again for the March division meeting with the inclusion of Business.

## 6. Evaluation, Enrollments & Fall Scheduling

Business, Design & Workforce, thank you for all your hard work! Look at our enrollment!!

### Fill Rates



**Other Notes:**

If you have evaluations coming up, we will reach out to you soon.