

# Student Services Planning Council



## SSPC Minutes

Date: April 23, 2025  
 Time: 2:10pm - 4:00 pm  
 Location: Building 13, Room 233  
 Zoom: <https://smccd.zoom.us/j/85493321520>  
 Department reports: Update [here](#)

Item	Presenter	Time (minutes)
<b>I. Call to Order</b>	Co-Chair Juan	1
<b>Time Keeper – Dr.Scott DeVon</b>		
Please call time (verbally, chat, or via zoom time app) at the intervals of 5 mins, 1 min, 30 seconds and time <a href="#">Check out this video link on how to do timekeeper easily on Zoom!</a>		
<b>II. Roll Call</b>	Co-Chair Juan	
1		
Quorum=14		
○ Adolfo Leiva	(SparkPoint)	
○ Autumn McMahon	(Classified Representative)	
✓ Bob Haick	(Career Center)	
○ Danielle Pelletier	(Faculty)	
○ Breanna Castro	(Financial Aid)	
✓ Gonzalo Arrizon	(COLTS-U Transfer Center)	
○ Jasmin Padilla Valencia	(Undocumented Community Center)	
✓ Jinmei Lun	(Faculty)	
✓ Lizette Bricker	(VPSS)	
✓ Juan Vera	(Veteran Resource & Opportunity Center)	
✓ Kathy Kohut	(International Student)	
○ Keith Wan	(Welcome Center)	
○ Krystal Martinez	(Classified Representative)	
✓ Lorraine Barrales-Ramirez	(EOPS, CARE, CalWORKs, FYSI)	
✓ Maggie De Paz Fernandez	(Cultural Center Representative)	
○ Max Hartman	(Counseling Dean)	
✓ Mary Ho	(Post-Secondary Success)	
✓ Maria Huning	(TRIO)	
✓ Maria Lara	(Admission & Records)	
✓ Mayra Arellano	(Promise Scholars)	
Michiko Kealoha	(Cultural Center Representative)	
✓ Olivia Cortez-Figueroa	(College Recruiter)	
✓ DeVon Scott	(Disability Resource Center & Personal Counseling Center)	
✓ Sergio Suarez	(Student Life & Leadership)	
○ Vijeet Upadhyay	(Student Representative)	
✓ Wissem Bennani	(Enrollment Services Dean)	
Vacant	(Student Representative)	
✓ Jason Ramos	(Learning Center)	

- Advisory
- Karen Engel (Dean of PRIE)
- Ron Andrade (Library and Learning Center)
- Vacant (IPC Representative)
- Vacant (Puente)

<b>III. Adoption of the Agenda</b>	Co-Chair Juan	1
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Adoption of agenda for April 23, 2025  
 Wissem Benanni moves to adopt the agenda  
 Maria Hunning seconds the move  
 Approved unanimously by consensus of all those in attendance

<b>IV. Approval of the Minutes</b>	Co-Chair Juan	1
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Approval of minutes for April 9, 2025  
 Kathy Kohut moves to adopt the agenda  
 Gonzalo Arizon seconds the move  
 Approved unanimously by consensus of all those in attendance

<b>V. Reports</b>		
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**a. “Why” We Do What We Do – 2.0** 2  
*To ground our meeting and remind us why we do antiracism and justice-centered work, an SSPC member shares their “Why” – an uplifting (or challenging) experience (small or big) working with Student Services that reminds them why they do this work.*

**Juan Vera:** A veteran student visited the Veterans Center, sharing that he served in the Coast Guard. The veteran student mentioned that he already holds a Bachelor's degree and is considering putting his VA education benefits on hold to save the remaining 10 months for graduate school. Juan asked about his disability service-connection rating, which refers to the percentage assigned by the VA based on the severity of a service-related disability, typically ranging from 10% to 100%. The student confirmed he had a 30% rating. Juan informed him about the Vocational Rehabilitation and Employment (VR&E) program, which offers additional support on top of post-9/11 benefits. Juan explained that the student could use his post-9/11 GI Bill benefits and apply for VR&E months later. The student was pleased with the new resource and guidance and planned to begin college this upcoming summer.

**b. Department Reports** **All**  
*Thank you all for sharing your department reports using this [link](#).*

**Career Center:** We had our Fall job fair on April 9th and had another great turnout. 58 employers attended the event with 120 representatives. The event was very well attended and our student count was 184. Looking forward for the next one on October 1st 2025.

**EOPS/CARE/CalWorks/FYSI:** We are now accepting applications for fall 2025. April 30 is day 1 of Priority Registration. We will have drop-in counseling on April 30 and May 1 to assist students with registering. Please join us at our End of the Year Celebration on Thurs, May 8,

4:30-6:30pm. On Sat, April 12, we had our Region 3 CARE/CalWORKs Student Conference at CSM. We had about 180 participants attend this all day event. NextUp/FYSI is collaborating with Project Change to visit CSUEB on April 24. They will meet with Renaissance Scholars (foster youth) and Project Rebound (justice impacted).

**Financial Aid Representative:** Our 24-25 Student Recognition and Achievement Ceremony is on Friday, May 16th from 2pm-4:30pm at the Main Theater/Grove.

<https://events.canadacollege.edu/event/100199-2024-2025-student-recognition-and-achievement>

**International Students:** Please join us for our annual International Achievement Ceremony on Friday, May 16th from 12:00 - 1:30 PM in Room 6-101. During this special ceremony, we celebrate our outstanding international graduates and transfers, as well as high academic achievement and international students who have made an impact on campus through the Honors Program, PTK, Club Leadership, ASCC, Athletics and more.

**Promise Scholars Program:** Our end of year celebration is on May 21st from 5:00-7:00 pm at 6-101/102. Hope you can join us!

## VI. District & College Highlights

<b>a. Equity and Anti-Racist Planning Council (EAPC)</b> No updates as Michiko not present.	Michiko/Krystal	3
<b>b. Enrollment Services Committee Update (ESC)</b> ESC has not met since the last time. Super PEP is on May 6 <sup>th</sup> and May 9 <sup>th</sup> . If you could provide support, please get in touch with Olivia. Some PEP hours will be in the afternoon, and overtime will be provided as compensation. The scholarship ceremony is also upcoming on May 16th, and we need assistance as it is during regular business hours. Wissem will be sending a request to folks if you could support.	Wissem/Maria	3
<b>c. Instructional Planning Council (IPC) Updates</b>	Vacant	3
<b>d. Planning and Budgeting Council</b> No updates as Mayra did not attend PBC meeting.	Mayra Arellano	3
<b>e. Vice President of Student Services (VPSS) Updates</b>	VPSS	3

## VII. Old Business

a.

## VIII. Special Presentations

a. Professional Development	Anniqua	10
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**Anniqua:** Joins SSPC Meeting to represent the Professional Development Planning Committee, which meets monthly to organize various professional development opportunities. Anniqua is joining the meeting to focus on Flex Day. At the last PDPC meeting, the committee wanted to ensure everyone on campus, particularly classified positions, are aware of the changes. The college dedicates April and October to classified sessions. However, it is recognized that flex can be challenging for those working at the front desk in January and August. Anniqua joins the meeting to gather suggestions and ideas on how we can better support staff who want to attend flex but are also responsible for student front desk coverage. Anniqua want to gather ideas on how to identify the gaps. One of the main gaps was the lack of classified opportunities for classified members. Please provide any ideas or questions you would like to discuss if you

attended a session that went well and would like to see more of in the future. I am looking for suggestions to encourage you to attend.

**Juan-** I get a lot of students who are on academic notice. If faculty could talk about what, in their experience, happens to students who start strong but then fail. Based on faculty perceptions and recommendations, I would like to know how to work with students in this capacity. For example, students sometimes report that they are failing a class and attend office hours, but they say that the faculty member might not be as responsive on CANVAS. I am trying to determine how to support faculty and students in these situations.

**Anniqua:** Thinking of faculty and classified, student connection. The goal is that if there are a variety of sessions that you feel are meaningful, we can follow up on them—for example, a session 1 in October and a follow-up in April.

**Maria H:** The issue is that the flex topics are designed for us to be closed in student services to participate in that development. Those flex topics are not always relevant to us, or they overlap with each other. If we know that sessions are super impactful for classified staff supporting students, they must be held at different times. We also see a significant decrease after lunch, as classified staff must return and catch up on emails or other tasks, regardless of flex. Consider the various classification levels, as it's the same folks in the same meetings and spaces. How do we reach out to those who are not attending the meeting? SSPC may not be the correct space, as they are not in attendance at this meeting. Consider attending division meetings to gather feedback.

**Jackie-** Bringing up and encouraging other classified members to attend meetings and flex days. To mentor students to support them in these spaces and trainings.

**Scott-** Is it possible to try different tracks for classified and faculty? For instance, topics that cater to each track. Or maybe one day focused on a morning and a different pm topic, everyone in the same setting. For example, I was impressed with the disability justice topic, as the department took center stage for everyone, including faculty and classified staff.

**Olivia:** An idea to teach us how to look at data? When we began to use the new data systems we have now, we were told we could run reports. In the past, I used these reports to move forward and drive goals. To teach us extra tips or ways to look at data, and how to use the data in our jobs.

**Mary:** I was very conflicted, as there were so many sessions. Have we considered accessibility for classified staff? A lunch and learn session in the summer, when it's slower, could help build community and make it less stressful, with a different flow.

**Max:** Faculty must attend flex, which is different for classified folks. Managers should encourage and support classified employees to attend flex as it is their opportunity. Managers do not assign extra tasks so that employees can choose whether to attend or not. We should encourage classifieds to grow and support flexible workdays or other alternatives.

**Lorraine:** Over the last few days, as a counselor, things have been going better. Ariel Smith was tasked with providing counselor training at the district level. I want to ensure that we continue to receive training that applies to our fields.

**Michiko:** I am working with Ron through DHSI funding to launch a summer series to support classified individuals with an intercultural development inventory. Additionally, I would like to note that we collaborated with APC to obtain free training, but we did not meet the minimum

requirements to host the training after sending multiple reminder emails. If you have any suggestions regarding prerequisites or if the content was too lengthy, please let Michiko know.

**Lorraine:** There are many updates and changes to BANNER coming up. The district has set hours for students to attend training, but counselors are booked during those times. We do not want to cancel student appointments. Any training tied to changes with BANNER and WEBSCHEDULE is critical.

**Anniqua:** To summarize, faculty discussed collaboration, the best ways to support students, data analysis, morning sessions, and afternoon reflections. They considered accessibility for classified staff, potential "lunch and learn" sessions in the summer, reminding managers to recommend flex-time attendance, and connecting with Ariel Smith. Lastly, if there is anything else, please share it at the next May 13 PDC meeting.

**Lizette:** These are good ideas. I like the idea of exploring a track for the students' services track and an instruction track—topics like banner updates, training, time, place, manner, presentations, and conduct. I am planning to present today, but this presentation requires more time. I want to partner with professional development to have a dedicated place and time for these conversations.

**Maria Lara:** Michiko mentioned the event that was cancelled. For example, Admissions & Records is open during flex days, and we often forget which days are typically approved to close. Usually, this information is stated in the Flex Day email.

**Anniqua:** It's April and October for both the one-day sessions.

Maria Lara: For the summer activities, if you have something classified, how many days are we allowed to close? There is no slow time for Admissions & Records. It's helpful to keep that in mind.

b. Time, Place, & Manner/Conduct Training

Lizette

30

If you would like me to present in your department, please invite me to answer questions and provide information so that we are all informed. The goal is to empower, understand, and respond to situations that might happen on campus. To strengthen understanding of policy and procedure.

## OUTCOMES...

- Current political environment and the impact on campus community
- Strengthen understanding of policy and procedure
  - BP 2.31 Speech: Time, Place and Manner
  - BP 7.69 Student Conduct
    - AP 7.69.1
    - AP 7.69.3
- Empower employees to navigate various situations
- Work as a supportive community

Link to

presentation: <https://docs.google.com/document/d/18CkY1avnNYPFIKUvn45vwGbyj6nvhl1nqvWF-gtX5tE/edit?usp=sharing>

- The State requires us to report on six metrics (goals) for students
  - Enrollment, persistence, transfer, completion, math, and student education plan

## Time to brainstorm for this next plan!

(What is feasible in the next three years with the budget we currently have?)

<https://docs.google.com/document/d/18CkY1avnNYPFIKUvn45vwGbyj6nvhl1nqvWF-gtX5tE/edit?usp=sharing>



As SSPC, we can go to the metric and add an action for any of the six metrics.

**Juan Vera - I added information** about BAM. We are starting to get more students in meetings. Diego Payan has been doing a good job of recruiting more students. We are beginning to discuss how we can incorporate academic notices for students.

**Lorraine:** With English and Math, I feel that in the Fall, it would be beneficial if the math and English departments considered offering both late-starting classes. Usually, first-generation students arrive in late September, wanting to enroll, but they cannot take those subjects as they are unavailable for late starts.

**Max-** Deans have discussed late-start classes and the intentional timing of posting them on the schedule. Sometimes, they create new starter classes, but those who enroll first fill the class, filling the course quickly.

**Lorraine:** Where can we add information to encourage men of color to explore other programs we offer? We do not have majors or career paths to attract young men in our community. They go to CSM, Skyline, and Foothill, as they offer them. The last program we had was Funeral Services. I am not sure how that would support enrollment. I had about 20 years and had one or two students ask about funeral services.

**Michiko:** Has this been added to our Listening sessions for men of color? What type of degree or career would you like to be offered? An action plan to do a focus group listening session in the community.

**Lorraine:** CTE would need to be part of it to augment what is offered through CTE Programs.

**Olivia:** How do we do this? People in the community ask for small businesses, lawn, and gardening. I meet young males who say they want to take what their dad has to the next level. How can we make this happen? The community is constantly asking us.



**Max** - It's programs, faculty, and funding that could help us understand the process for providing this feedback.

**Scott:** Last year, I was the chair of the Men of Color Action Network, and we brought 600 young men of color. What certainly draws the African American community, and I'm sure it's true for other individuals as well, is that they want to attend college because of a goal within reach. To make money right away, like a quick trade. You earn enough, 12 to 20 units, to obtain a trade license. You'll still sit for a state license. A long-range goal of 5 to 6 years is not appealing, as it can involve either being a dad or a caregiver who needs to make money.

**Wissem:** In some of the listening sessions, we had questions related to the career fair. In collaboration with our workforce development team, they hosted a career fair in Palo Alto. Mercedes shared that there are 16-week programs that companies are starting to hire people from, who can earn up to 80k.

b. Transfer Plan Colts-U

Max/Mary/Gonzalo 20

**Link to presentation:**

[https://docs.google.com/document/d/1cc6qhdMV\\_ql1QCd6a0YJGJnaaiePsGe1/edit](https://docs.google.com/document/d/1cc6qhdMV_ql1QCd6a0YJGJnaaiePsGe1/edit)

**Max:** We have learned that ongoing transfer planning is important. We are supporting this through a planning process, and it's connected to EMP and outcome measures through the SEAP plan. The next plan is to approve this in the upcoming PBC in a few weeks. There is an open invitation for feedback and updates to strengthen this plan. Transfer is an outcome measure of all students we have worked with. There is an opportunity for you all to help us support the transfer of students. Please list that in this plan.

**Mary Ho:** One of our most significant outcomes from last year's transfer plan was that UCOLTS's Transfer Center was to provide additional resources, personnel, and peer mentors. In this plan, we have identified approximately 14 strategies from previous plans that we want to retain, along with 3 to 4 new ones. We have the strategy, actions, responsible parties, timelines to identify, and the Title 5 transfer center minimum standards, as well as the evaluation questions. It's aligned with the EMPs. There are numerous measurable actions. We want your feedback. Could you add it as feedback as a comment?

**Gonzalo:** Part of this plan is to establish a transfer advisory group, which will include representation from key stakeholders, such as counseling, articulation, and two students currently undergoing the transfer application process, along with a start mentor, Kona, and Alexis. We want to continue this process moving forward. One of the columns is Title 5, which outlines program standards for all transfer programs across state programs. These elements connect to our SEAP plan, with a priority emphasis placed on African American, Chicano, Latino, American Indian, disabled, low-income, and other underrepresented students. We welcome your feedback.

**Mary:** We would like to receive feedback by May 2<sup>nd</sup>.

## **X. Discussion**

## **XI. Open Forum and Feedback**

## **XII. Adjournment**

**For Next Meeting:** May 14: celebration

**Future Item:** May 28 canceled