



**COLLEGE SUCCESS COORDINATING COMMITTEE
MEETING
October 20, 2009
1:30p.m. to 3:30p.m.
ROOM 1319
Minutes**

Committee Members Present: Karen Wong, Co-Chair, Connie Beringer, David Hasson, Michael Hoffman, Rick Hough, Rob Johnstone, Melissa Komadina, Lucia Lachmayr, Virginia Padron, Leslie Shelton, Leigh Ann Sippel, Rick Wallace, Linda Van Sciver, and Soodi Zamani

Committee Members Absent: Lori Adrian, Aileen Conmigo, Sue Lorenzo, Phyllis Taylor, and Mike Williamson

Recorder: Golda Gacutan

Materials:

- 1) Notes from the 9/15/09 Meeting
- 2) CSI Update
http://www.skylinecollege.edu/facstaff/office_instruction/college_success_initiative/assets/updates/Fa09CSI_update_v5.pdf
- 3) Research Brief #3—(Basic Skills) Cohort Tracking, v6
- 4) Research Brief #4—Skyline First English- Math Course Taken, v4
- 5) EdSource HS to CC Report, November 2008— page 8
- 6) 09 Student Flowchart Sample

Agenda Items:

- 1) Review and approve the 9/15/09 minutes
Minutes were approved with corrections.
- 2) (Rob) Discuss CSI data in Math on the cohort tracking (RB #3) and first-class-taken- disaggregated- by ethnicity (RB #3 and #4; EdSource Report p. 8).
 - What do you think can account for these patterns?

The basic observation is that 65% of students are passing Math 811 (Fundamentals), and yet only 50% of those who pass enroll in the class at the next level. It is possible that many of the students stopped taking classes because they fulfilled what they needed for the degree. This is a system-wide problem.

When broken down by ethnicity, Math 811 data presents an equity issue. More black and Latino students place at this low level, and few are succeeding and persisting.

To determine where students begin the Math sequence, enrollment data is more reliable than placement data since students don't always enroll after having taken the placement test. Rob believes CSU students who are pushed out of their system will enroll in CC, so more students will likely place at a higher level. But that also means that students placing at the lower levels may inadvertently be pushed out of our system; in other words, our most vulnerable students will be adversely impacted.

Rick W. questioned if the placement process is appropriately placing students. There were mixed feelings, English staff feeling that while imperfect, 75%-85% of students are placed in the right classes, and Math staff questioning it. The question was raised about whether there is a need to validate the tests to which the answer was, no, we've already done it. Rick W. mentioned student self-placement as an option. He explained that this method would eliminate the problem of students that have taken classes in high school from placing in the same level they have already completed. In the current process, some students end up taking an extra math class. The discussion also turned to students having to take Intermediate Algebra in order to take Statistics. Rick W said that at American River College, students self-place into Stats but require a high school or college transcript to show they've satisfied prerequisites for the class. David questioned if there is a loop hole in the system. Linda mentioned that Stephen Hearne administers pretests to see if students do well without having taken intermediate algebra. For self placement, Rick H. said that the Math department can come up with a final that shows or represents what the student needs to know from the course. Rick H. says that it is not an easy switch. This concept will have to be discussed with different constituencies.

As another means to improve placement, Rob mentioned holding brush up courses that would help students review the old material before they take the placement test so that they can test into higher levels. Rick W. claims that high schools are already asking for such refresher classes. Lucia mentioned

that Pasadena CC has a great success rate through their Math Jam. Rob said that the Math Jam is one of the highest yielding; counselors push it, and if they complete the course, the student can start into the next level. Karen asked for the Math Jam to be revisited at the next meeting.

The consensus from the group was that the long term solution would be a change in the curriculum. David suggested that optional pathways should be created for students to fulfill their math requirements. Soodi added that there is a proposal for students to be able to take an alternative class to Math 120. Rick H. agreed that the level of the course include concepts in which each student can demonstrate capability.

David brought up that the problem with creating the new system is creating the curriculum. Soodi said that it will come down to if we can compensate someone to do this. Projects to revise the curriculum may have to be done in concert with our sister colleges.

Action Items: (1) Examine self-placement as an option and consult with the Ed Policy Committee; if approved, create sample “exit” exams; (2) Examine the possibility of offering a refresher course.

Rob invited the group to the next Student Equity meeting on Tuesday, Oct. 27, for a presentation by a representative from University of Southern California’s Center for Urban Education.

- What does this data prompt you to think from a programmatic/ curricula / pedagogical point of view? What can we change to help students? (ie., modules that require students to master the content? summer bridge to review and/or accelerate instruction? accelerated instruction? Supplementary instruction? additional counseling support?)
- What campus programs and services, including CSI projects, fulfill the aforementioned needs? Which need to be scaled up and/or institutionalized, and what will it take? Which other approaches should be considered?
 - Preliminary Supplementary Instruction (SI) Data

Rick H. said that their survey is intended to assess how well students learn the soft skills emphasized in SI. The three main categories of soft skills are basic habits for success like going to class and getting help, problems solving techniques, and test preparation. So far they’ve only administered the pre-test.

Soodi commented that SI is a great tool. Linda V. shared that students enjoy creating their own tests so as to learn how to anticipate test questions. Rick H. said that success of the student depends on what type of student the student is; already motivated students take advantage of SI, but poor performing students don't.

Connie asked if English SI also is administering a survey. The understanding from the group is that Math and English SI are each doing their own because the surveys ask different questions.

Action Item: (1) Leslie will follow-up with English SI and instructors to administer the survey. (2) SI Math and English will eventually present on how their students are faring and the survey data. They'll request the data from Rob.

- 3) Create a flowchart for students that identifies program and service pathways they may want to take to facilitate their success. (09 Student Flowchart Sample)

David downloaded this NCCU chart from Google. The purpose of the chart was to show different paths a student may take and contacts a student may make at each stage to register. Similar flowcharts are being used by Valencia CC. Rob said Valencia CC redesigned their whole pathway. It's called "Life Mapping". If we were to make a similar flowchart, Lucia suggested that hyperlinks be included.

Karen posed the question to the group whether our meeting time should be allotted to create such a flowchart, which could be in the catalogue, schedule of classes and website. Virginia agrees with the whole mapping, but added that it needs to be started on a small scale. A&R is already creating a flowchart for CRER 410. It needs to be cleaned up and was offered by Melissa as a starting point.

Action Item: David will work with Melissa and the CRER 410 group to work on preliminary flowcharts, to be brought back to the group for feedback.

Regular Meetings: Please save the third Tuesday of every month to meet, 1:30-3:30, in Room 1319.