



November 17, 2009

COLLEGE SUCCESS COORDINATING COMMITTEE

ROOM 1319

Committee Members Present: Lori Adrian, Connie Beringer, David Hasson, Michael Hoffman, Rick Hough, Rob Johnstone, Melissa Komadina, Lucia Lachmayr, Virginia Padron, Leigh Ann Sippel, Phyllis Taylor, Rick Wallace, Karen Wong, and Soodi Zamani; also present were guest presenters Carla Campillo (Early Alert) and Nate Nevado (Welcome Day)

Committee Members Absent: Aileen Conmigo, Sue Lorenzo, Leslie Shelton, Linda Van Sciver, and Mike Williamson

Recorder: Karen Wong

Materials:

- 1) Notes from the 10/20/09 Meeting
- 2) Early Alert Program Factsheet, November 2009 (Carla and Don Biederman)
- 3) Welcome Day Evaluation Analysis (2009) (Nate)
- 4) American River College's Math Self Placement Findings (Rick)

Agenda Items:

- 1) Review and approve the 10/20/09 minutes
- 2) (Carla) Early Alert Update Report & Query
 - a. Carla initiated this version of the Early Alert Program in Spring 2008, but they are building on one that was in place in 1995. The purpose of Early Alert is not punitive, but rather preventative. Once a faculty member refers students to Early Alert Program Intervention, the Early Alert team contacts students via a letter, e- mail, and even by phone to encourage them to meet with their instructor and a counselor. The counselor can then work

with each student, such as informing him/her about programs and services that can be of help to him/her.

- b. Findings from Spring 2008 to Spring 2009
 - i. 240 students alerted in Spring 2008 vs. 386 in Spring 2009.
 - ii. 41 basic skills students alerted in Spring 2008 vs. 92 in Spring 2009.

EARLY ALERT REFERRALS FROM BASIC SKILLS CLASSES

	ENGL	ESOL	MATH	READ	TOTAL
SP 2009	32	17	26	17	92
SP 2008	25	2	0	14	41
TOTAL	57	19	26	31	133

- iii. For students referred to the Early Alert Program intervention, their cumulative GPA, retention rates, and success rates went up.
 - iv. Recommendation: Generate data about the GPA, retention and success rates from students that have actually met with counselors (Rob).
- c. Fall 2008— led faculty workshops about Early Alert; delegated other outreach through special programs such as EOPS, Financial Aid, DSPS, etc.
- d. Fall 2009-- renewed focus on basic skills English and Math; presently there are two part- time counselors , one full time counselor, and a student assistant to do the mailing, et. al.; the team is working with Jeff and Rick to create a case management approach (ie. faculty and counselors meet to discuss the student on alert; counselors are present in the classroom). they plan to administer a student survey; thus far the recommendation is to shorten the letter to students.
- e. Primary Challenge— providing adequate incentive for students to come see counselors

- i. Presently counselors visit case management classrooms three times a semester. They give a class presentation, introduce themselves, have their appointment books so students can book them right there, and create SEPs.
- ii. Suggestions:
 - 1. In the letter, they should point out that having an SEP gives them priority registration.
 - 2. If workshops are someday offered for students on Early Alert, include a panel of students who have managed to get themselves off of academic probation.
 - 3. Provide student mentors.
- iii. Conduct a focus group to determine why students on Early Alert are not coming, or a focus group with students who were on academic probation.

3) (Nate) Welcome Day Report and Query

- a. Hosted second annual Welcome Day for new students, friends, and family in interactive workshops with faculty and other students.
- b. Survey—most students appreciate the event, the interaction, and find it informative;
- c. One of the biggest concerns from student services and the instructional divisions was the usage of staff and faculty. Will they be compensated for overtime? How does it impact their regular workweek? Should there be monies set aside for faculty and staff working additional hours? Challenge is that it is in August on a Saturday, before the semester, though planning began back in May.
 - i. Can it be like graduation in which every fourth year, designated people will participate? On the other hand, what if faculty or staff don't really want to participate and they therefore put a damper on the event? Instead, apply it toward flex obligations.
 - ii. Each year, each division can conjure up two to three people to participate.
 - iii. Send a letter of invitation to the entire campus every year

- iv. If we deem this event important, then it needs a college wide effort and commitment
 - 1. Question of compensation—administrators are committed to compensating staff to participate; it counts as a work day for counselors; voluntary/ flex for faculty
 - 2. Leadership— the event is “housed” with the Outreach Committee, but a budget is needed to compensate for overall coordination.
- v. **Action Item:** Nate and Rick W. will cost out Welcome Day to determine if we can carve out a permanent budget; this committee will need to make a recommendation that can go forward to Council.

4) (Leigh Anne) English Language Institute Super Saturday (11/7/09) and Query

- a. About 40 participants, 32 of whom were brand new, completed the application, took the placement test, participated in orientation, and made follow-up appointments with the ESOL counselor. There was 100% attendance at the follow-up appointments with the counselor.
- b. What made a difference?
 - i. Interns from ESOL 880 course (will become 803) were on hand to help participants at every stage in their first language (Spanish, Chinese, some Arabic).
 - ii. Having a dedicated ESOL counselor facilitates the personal touch.
 - iii. Advertising was provided in multiple languages throughout the community and childcare was provided the day of.
- c. Most challenging was the CCCapply process, which can be confusing. It also didn't seem to be working on Saturday in generating student IDs. What can we do? A & R can give feedback to them.
 - i. **Action Item:** Lori will further investigate how it is a barrier and how our campus can help.

5) (Phyllis, Melissa, Michael) Flex Day Report

- a. (Phyllis) Poster session— About 8-10 people came by to talk about the posters. Primary question was what the CSI is, so she needed to explain

how it evolved from the BSI. The poster session got people interested in other workshops.

- b. (Michael) Achieving College Success Learning Community—14 people participated. They talked about the process of developing the program, which a few faculty were really excited about. The activity was on designing integrative assignments to link different disciplines, which morphed into conversations about student success. There's a lot of interest in learning communities on our campus (i.e., transferable ESOL with Speech/ Counseling; CAOT/ Allied Health—read a chart and write their diagnosis; Spanish/English/Math/Counseling-- project on the environment, or on projections of demands for certain social services, such as for the growing Latino population, or report writing in Spanish and English, etc.)
 - i. Rick pointed out that at AMATYC, they talked about how more writing can be integrated, such as through math journals, math autobiographies, and/or externalizing mathematical processes.
 - ii. Leigh-Anne is working on a Hewlett grant with Kate and Luciana, talking about how to provide adequate support for Spanish speakers in Early Childhood Education. They're looking at a LC with ECE, ESOL, and Spanish, such as the one that Southwestern has.
- c. (Melissa) Two OnCourse workshops
 - i. 17 participated in the introductory workshop, the OnCourse board game (victim/ creator concepts). They were a very lively, interactive group, and some added their names to the waitlist for the January workshop.
 - ii. The second workshop was intended to be a reunion. Unfortunately many of the potential participants went on the hike. Three came.
 - iii. The challenge is how to reach out to those who went through the training already. A sharepointe site was created, but it is dependent on people accessing it.
 - 1. One possibility is creating a Faculty Inquiry Group (FIG) to connect OnCourse efforts with data collection and discussions about how to implement and integrate.

2. Another is to pair up new and experienced users to share ideas.
 3. Yet another is to offer a refresher course for the first group.
 4. And yet another is to have a panel of experienced users share ideas at a flex workshop.
- 6) Discuss ideas to strengthen student success in Math, a follow up to analyzing the Math Cohort Data (to be continued at the next meeting).
- a. What are the benefits and drawbacks? What are the implications if we pursue that plan (ie., to staffing, resources needed to implement and sustain, impact on current programming, etc.)?
 - b. (Rick W.) Self placement in pre-transfer level Math courses
 - i. The Los Rios District jettisoned Math placement for the following reasons: (a) problem with having to fit curriculum to the standardized placement exam; (b) also these exams have to be validated, and (c) they're expensive (\$8-10,000 for Math alone); and (d) reason for taking the assessment is unclear to students.
 - ii. Los Rios process – Problem sets were created by Math faculty (and because there's no placement process, they don't have to be validated). Students get immediate feedback on their performance, as they take the tests on-line in multiple choice format and with no time limit. They get their results, and with other multiple measures such as their high school transcripts, they sit down with a counselor to determine which Math class to take. Since students place themselves, no challenge process is needed
 - iii. Los Rios data-- Students are performing better (research from American River College's James Bar). No student complaints since they've implemented the process. Students tend to place themselves at lower levels. Success rates haven't decreased; ESL students are actually succeeding at higher rates than other students in using the self- placement process, perhaps due to there not being any time restraint while completing the math problem sets.
 - iv. Website address: <http://www.highereducation.org/reports/arc/ARC.pdf>

- v. Skyline Math Department—Presently not supportive of jettisoning Math placement, but Rick H. will bring this additional information. Their concern is about how the student will really know where they should be
 - 1. Presently exploring a Pearson software program, My Math Test, that help students to prepare to take the placement test
- vi. Questions— Once students start a track, can they jump levels? Will there be a challenge process?
- c. THE FOLLOWING ITEMS ARE POSTPONED UNTIL THE NEXT MEETING (Karen/ Soodi/ Lucia) Intensive summer review prior to placement→ Pasadena's Math Jam (<http://www.pasadena.edu/externalrelations/TLC/mathjam.cfm>)
- d. (David) Contextualized Curriculum/ Alternative Pathways (besides Transfer)
- e. (Rob) Accelerated Curriculum

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



Welcome Day Evaluation Analysis

Overall, based on the evaluation responses, they were positive. Each evaluation item had a ranking of 1-5, 1-being the lowest and 5-being the highest. The percentage of students and parents are listed next to each number for each evaluation item.

The following data is comprised of scores of 4 and 5 (positive rankings) for each of the evaluation items listed on the other handout.

- #1 – 86% (evaluated the event's value)
- #2 – 74% (evaluated faculty-student interaction)
- #3 – 77% (evaluated the opening session based on interests and information)
- #4 – 77% (evaluated the workshops and its importance to college success)
- #5 – 88% (evaluated the information provided about various student support services)
- #6 – 84% (evaluated the event's value to parents and family members)
- #7 – 51% of the respondents learned of the event through the mailers that were sent out.

More than 80% of the respondents felt that Welcome Day was very beneficial to them. They felt that they received a lot of information on student support services, student clubs, and learning communities. The Program Fair played a huge role in facilitating that. As indicated in the Welcome Day write-up sent to Skyline Shines, more than 20 program participants were present to provide useful information.

Although, each area had positive responses, we can improve in the quality of some of the areas such as the faculty-student interaction, opening session, and workshops overall. Based on some of the comments, the opening session and workshops need to be more engaging and interactive. In addition to these recommendations, the workshops could be a little longer than 45 minutes.

In conclusion, Welcome Day, as a whole, was a success based on the evaluations provided by students, parents, and other family members. Evaluations from the planning committee and volunteers will be forthcoming.