



COLLEGE SUCCESS COORDINATING COMMITTEE MEETING
November 25, 2008
2:10 p.m. to 4:00 p.m.
ROOM 1319

Committee Members Present: Lori Adrian, Co-chair, Karen Wong, Co-Chair, Connie Beringer, Mike Williamson, Rick Wallace, Rob Johnstone, Aileen Connigo, Jeff Westfall, Rick Hough, Leigh Anne Sippel, Lucia Lachmayr

Committee Members Absent: Phyllis Taylor, Melissa Komadina, Leslie Shelton, Shelly Hausman, John Chavez

Recorder: Loretta Davis

Finalize College Success Coordinator Assignment Appointment

1) Introductions

Lori Adrian welcomed meeting attendees, and introduced the Committee Co-Chair, Karen Wong, and the College Success Initiative Co-Coordinators-- Jacquie Escobar (overseeing Student Services), Soodi Zamani (overseeing the Learning Community), and Phyllis Taylor (overseeing Professional Development).

2) Review the coordinating committee's purpose and determine if the committee departmental representation membership is adequate.

Committee members received a Committee Binder with the following materials that were discussed during the meeting:

Tab 1: Agenda and notes from Karen Wong

Tab 2: College Success Coordinator Position Description

Tab 3: College Success Coordinating and Steering Committee Descriptions

Tab 4: Skyline College Basic Skills Initiative Action Plan & Expenditure Plan

Tab 5: Update of BSI Plan – November 25, 2008

Additional Handouts: Early Alert Program

BSI Action Item Review from Soodi Zamani – A.3, B-1, B-2

Karen Wong reviewed the College Success Coordinating Committee membership and Lori Adrian read the charge included in the committee binder given to each committee member.

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Lori Adrian said that members were selected because of their contact with the student populations whose needs are being addressed via the CSI.

There was a discussion of the composition of committee membership representation with the following recommendations:

- Technology Representative-- Mike Williamson recommended Jim Petromilli be invited to act as the Technology Department representative on an as-needed basis, because Jim has broad view of general district computer hardware, operating systems, and software resources.

Action Item: Invite Jim Petromelli to join the College Success Coordinating Committee as an as-needed resource and determine when to invite him.

- DSPS Representative-- Lucia Lachmayr voiced support for a DSPS representative to bring the DSPS perspective to the CSI, as many student Basic Skills deficiencies are determined to be learning disability issues after English and Math assessments. Mike Williamson concurred but asked if the DSPS representative could be a resource to the committee versus being a committee member. Rick Hough voiced support for a DSPS representative to prevent missing an aspect of learning that general educators are not trained to recognize.

Action Item: Select a DSPS Representative by next meeting.

- Tutoring Representative-- Connie Beringer pointed out that Leslie Shelton will be representing the Learning Center and John Chavez, as Math Lab Coordinator, will also provide that perspective. The committee members decided that Tutoring representation was satisfactory.
- Outreach Representative-- Lori Adrian asked if there was adequate Outreach Committee representation on the committee and the group remarked that the following committee members are also Outreach Committee members: Leigh Anne Sippel, Rick Wallace, Sue Lorenzo, and Leslie Shelton. The committee decided that Outreach representation is strong and that no other Outreach representation is required.

3) Get updated about progress thus far

If you've already implemented your planned action, what is your progress to date? What are you excited about? What are the challenges you've experienced? What help or resources, if any, do you need from the steering committee?

The committee discussed the status of the BSI plan, progress, observations, challenges, and the types of resources and needs the College Success Coordinating Committee can provide.

- **Committee Communications Format**

The committee members present decided updates, decisions, reports will be posted on the BSI Sharepoint Site with a similar type of email report that Phyllis Taylor sends about Professional Development with the url link to the BSI Sharepoint Site. Rick Wallace recommended having special access permissions to certain information posted on the site.

Action Item: Appoint the committee member or members responsible for posting information on the Sharepoint site and notify committee member via email with the url in the email.

<ul style="list-style-type: none">• (A3, B1, B2) ACS Learning Community Status

Lori Adrian informed the committee that funds are allocated in a CSI budget for the College Success Initiative Learning Community and that funding will be year to year.

The Committee discussed the possibility of expanding the LC to Math. Soodi Zamani noted the present lack of availability of LCs in Math. Karen Wong pointed out that success in Math evidently is an indicator of subsequent success in college in general. Rob Johnstone stated that there is documented research showing that delaying/interrupting a Math class sequence has more negative effects than delaying an English class sequence, so especially students enrolling directly from high school should take Math early on.

Soodi sent an e-mail to the committee that worked on the Learning Community last year inquiring about the possibility of extending the LC from only English and Counseling to Math and Counseling, Math 811 and possibly Math 110. Soodi recommended starting with Math 811. She mentioned that Rick Hough sent an email response reporting that the real challenge is for students who lack adequate reading and writing skills, such as ESOL students.

The committee discussed possible LC scenarios for the majority of students who place in low English and Math courses. The committee strongly recommended that the student not take Math their first semester and instead begin with study skills, reading, and writing. But if reading and writing abilities are not an issue, the student could be enrolled in a Math/Counseling LC. Karen Wong asked what is the percentage students who place low in both? And which percentage receives scores too low to place? The students who have the lowest assessments may be students who have learning disabilities or are ESOL students. Leigh Anne Sippel noted that there no ESOL section of Gateway and that ESOL is a large factor in student basic skills inadequacies.

Mike Williamson reiterated the need for counseling in Math classes, citing Pat & Pauline's Math Academy, in which students create SEPs to stay on track. Rick Hough pointed out that Counseling 100 provides such guidance.

Mike asked if there is any research on students quitting college because of problems with Math. Rob Johnstone reported that most research was done outside of California. There has been much national research, but not much of it focused on the typical ESOL issue. The data does not state which direction to go. Rob concurred with Rick Hough that the better plan is to get the student going to experience success in English and then direct the student

to Math classes and connect the student with the Learning Communities. He mentioned that accelerated Math programs have been highly successful—combining first year and intermediate algebra in one semester.

Follow up to placement scores is another issue. It was noted that students are volunteering to take more credit hours, but with too many options students end up not taking the best sequence of classes. More influence and guidance on which classes to enroll in could lead to higher success rates. Jacquie Escobar reported that a Counseling program is in place to recommend and direct students on class selection.

Another challenge is the placement process itself. Some results require students to repeat some courses they've already taken. Rick Wallace commented that Chabot and Los Positas do refresher classes before assessments.

People also expressed concern about whether COUN 100 would be too difficult for basic skills students. Rob Johnstone said student category populations have very different needs and that Counseling 100 requires a certain skill set that has not been attained by some students. Rick Wallace pointed out that changing the course content isn't an option since it is a UC transferable course. Rick Hough asked if there is another class that is not transferrable that could be offered to students who do not meet the requirements for Counseling 100. Lori Adrian said that a new curriculum would need to be developed. There was a discussion of Student Success textbooks like *The Master Student* by Ellis. Leigh Anne Sippel said that the readability of the *On Course* book is grade 14 and that Melissa Komadina is looking at using the ideas but revising the reading level to a lower level.

Discussion ensued about how the LC would look like. Jacquie Escobar mentioned that there are several First Year Experience models that are worth researching. Jacquie Escobar pointed out that learning communities should not have too many required classes in one semester (ie., ASTEP and Gateway) since it is difficult to place the students. Rick Hough commented on FYE students fulfilling their English courses at the lowest level and then fulfilling Math on their own in subsequent semesters. Soodi Zamani pointed out the need for student placement with counseling so that the student's second semester course keeps them with the same instructor. A student could still be in the LC but switch to the Math course. Leigh Anne Sippel mentioned the issue of identifying cohort groups and the need to look at incoming freshmen, the vocational element, ECE with Spanish Class, the high school student who tests midway, Freshmen Interest Groups (FIGs), and review major English and Math models.

Jeff shared his observation of students struggling at the Learning Center, concluding that the Counseling component is crucial to student success. Jeff asked what the nature of the Counseling component will be. Lori Adrian stated that it is not yet formulated. Mike Williamson commented that he sees it as being very structured case management. Jacquie Escobar brought up the question of how to integrate topics into the curriculum such as self management, self esteem, social integration and so on. Another person raised the possibility of the counselor working with the student over two semesters. Connie Beringer suggested that perhaps a new study skills/English or Math skill building course could be part of a newly designed non-transferrable course Basic Skills course. She pointed out that

currently the only study skills course offered is Felix Perez's learning skills course (LSKL801), which is based on the book, *The Master Student*. Soodi Zamani commented that ACS group made a supplement to the *On Course* book for Counseling 100 that could be a good resource for the lower level counseling course with the addition of a Math Component. Rick Wallace said the Counseling component could address confidence issues, how to navigate the campus, and the importance of attending classes as part of the combination of English and Math. Another person recommended that Counseling 100 class include more Math study skills.

Lucia Lachmayr suggested the possibility of linking English and Counseling LCs with an Accelerated Math Program similar to Pasadena City College's and DeAnza's successful models, combining Math 110 and 120 gets students through the Math skills required for College Success. Canada is doing a hybrid of 110 and 120. 811 with counseling and then 110.

Mike Williamson commented that the devil is always in the details and that the problem is the way the class schedule is constructed. He suggested building a detailed plan. Rob Johnstone pointed out that research indicates that bigger schedule changes are easier than smaller schedule changes. Changes are easier to implement if a change or requirement is for all students versus only for small learning communities.

Connie Beringer asked if students will be recruited into the College Success Initiative programs. Will there be a constant core student group and who will be following the students and assigning the students to a particular counselor? She stated that recruitment is essential; otherwise students may not find the new available programs.

Lori Adrian asked if a new Learning Community could be started in the immediate future. Mike Williamson recommended taking more time to implement a College Success mandated plan for a larger student contingency with a fall 2010 start.

Lori Adrian summarized the committee's meeting discussion outcomes:

- Various types of LCs will continue to be evaluated and researched.
- LC goal is to see a student through completion of course sequences.
- Determine class sequencing schedule that correlates with the Class Schedule.
- The committee consensus was that the college is not ready to start a Basic Skills

Learning Community in Fall 2009; but may be ready for the first semester of 2010.

Action Item: Develop a Counseling Program plan with a timeline to integrate the Math class sequence specified in the College Success Initiative plan.

• **(B2a) Early Alert handout discussion.**

Jacque Escobar reported on the Early Alert Pilot Project. She indicated that the pilot project, now in its second semester, is currently working with several basic skills classes (ENGL 826, READ 826, ENGL). She also indicated that the Early Alert program will be growing to include all Skyline College courses in the Spring 2009 semester. She indicated that the Early Alert Retention Counselors are sending letters and emails to students who have received an Early Alert warning from their instructors. The letter encourages the students to both meet with their instructor and the counselor. Counselors meet with the students to evaluate their overall academic progress.

Jacque Escobar indicated that the Early Alert counselors are recommending that the limitation of a *one-time* instructor student referral be increased, and that instructors be encouraged to use the Early Alert system much earlier in the semester – by the 6th week of the semester -- to give counselors, and the instructors, enough time to provide an intervention.

Rob Johnstone stated that research shows that the prominent reasons students withdraw from classes is for a more efficient use of their time.

Recommendations:

Jacque Escobar recommended asking that Regina Stroud send out an email to faculty on the Early Alert System.

Rick Wallace suggested better linking of Early Alert letters to student with Banner and supportive counseling appointment scheduling.

Action Item: Rick Wallace will bring the topic of Early Alert trigger to the Enrollment Committee and report to at the next committee meeting.

• **(B3) CRER 410 New Student Orientation Class pilot**

Jacque Escobar reported that the Pilot for Career 410 has started. A workbook was put together to support the curriculum being taught in the class. She indicated that students were not offered units for the class due to problems with registering for students in the class. Because the orientation would take place in the Fall semester (in anticipation for Spring 2009 registration), students would be required to pay Fall 2009 fees in addition to the Spring 2-009 fees. She indicated that the Orientation Committee was working with Rick to find a solution to this issue.

Jacque Escobar also mentioned that the Orientation Committee is discussing the implementation of an Online Orientation, similar to the DeAnza model. The challenge with the online course is combining step 3 and 4 Orientation and Counseling.

Connie Beringer brought up the issue of student recruitment and put forth the possibility of making orientation mandatory for the students to learn college success skills. Could the program be set up so that the students could not register without completing the orientation requirement?

Leigh Anne Sippel said that the ESOL Institute is supporting a plan to create orientation material in multiple languages. Note: Students who placed into ESOL 810 thru ESOL 840 were excluded from pilot Orientation program.

• **(B4) Welcome Day**

Jacque Escobar reported that the Outreach Committee has been assigned the responsibility of producing the August 8, 2009 Student Welcome Day Event (Achieving Success: Let's Get Started). There was a meeting and commitment to produce the event.

• **(D7) Supplemental Instruction**

Mike Williamson informed the committee of the plan for Math Supplemental Instruction and reported that there is a Math Department meeting on December 5 to develop the plan. Lori Adrian requested that Soodi Zamani and Karen Wong be invited to attend the meeting.

• **NEXT CSI MEETING**

The committee members present all agreed that two meetings a month are required to discuss and develop the intricacies and details of the College Success Initiative Program. It was decided that the 3rd and 4th Tuesday of each month from 1:30 p.m. to 3:30 p.m. will be the Spring 2008 meeting schedule.

Action Item: Lori Adrian will reserve the meeting room and send a notice of the meeting dates to all College Success Coordinating Committee Members.

Action Item: Schedule meetings for the 3rd and 4th Tuesday of each month, as the committee recommended that two meetings a month to work out the intricacies and details of the plans.

Action Item: Rob Johnstone will provide research numbers for the committee's review and will let the coordinators know when the numbers can be available.