



COLLEGE SUCCESS COORDINATING COMMITTEE MEETING

March 24, 2009

1:30p.m. to 3:30p.m.

ROOM 1319

DRAFT Minutes

Committee Members Present: Lori Adrian, Co-chair, Karen Wong, Co-Chair, Connie Beringer, Aileen Conmigo, Jacquie Escobar, Rick Hough, Rob Johnstone, Melissa Komadina, Lucia Lachmayr, Sue Lorenzo, Leslie Shelton, Leigh Ann Sippel, Rick Wallace, and Soodi Zamani

Committee Members Absent: Phyllis Taylor, Jeff Westfall, and Mike Williamson

Recorder: Golda Gacutan

Agenda Items:

- 1) Review and approval of the 2/17/09 Minutes

Minutes were approved with corrections.

- 2) Membership — not replacing the Learning Center's John Chavez, who is unable to participate, since we have representatives from the Learning Center and Math.

Members agreed that there is enough representation. Lucia suggested having student participation. Lucia has students she'd like to invite to be part of the group, but it's open to anyone. Leslie commented that a student from a Basic Skills class can be beneficial and the group agreed. Lori requested that student names be submitted to ASSC; students get stipends for participating on committees. Rick H. recommended having no more than two students on the committee. Lucia will take the lead on this project.

- 3) Update on the ACS LC position

The deadline to submit an application is being extended to Thursday, 3/26, until 12 noon. The applications will be reviewed by the Academic Senate, who will forward recommendations to the CSI Steering Committee. This assignment will

be part of the individual's teaching load. The earlier the position is filled, the sooner the hours can be worked out with her/his dean. Assigned time is .20, which is consistent with other campus learning communities. The tasks associated with the position are manageable since the individual will be working in phases that will be implemented each semester of the assignment.

4) Basic Skills Research (Rob Johnstone)

Handout: Research Brief #3 – Basic Skills Cohort Tracking

English/Reading – One in four students pursuing a certificate may get through to the transfer classes. Data shows that more students who take ENGL 846 pass; 46% pass to transfer courses and 29% get to degree applicable classes. Rob says that they can track the students that are placing in basic skills and those placing in degree level classes. These are just placement results. However, that data can be skewed since that does not necessarily mean that the student is taking the class here at Skyline. Students in ENGL 100 and 105 can take it here but they may not have placed into that class. Lori asked if this table can be aggregated by ethnicity and gender. The answer was yes; Rob already discussed this with Vicki and Regina. You see gender differences when having both ethnicity and gender as criteria. This is fall, spring, and summer data. Members suggested that Rob may need to take out the summer since the summer can inflate numbers because of students taking this course for another college. Rick H. suggested removing those who only take courses in summer.

Math – Only 5% of the students that start at the 3rd level below in math make it to transfer level courses. Beginning Algebra was a degree applicable course, but it will change to Intermediate Algebra this Fall. Rob will break data down to show attempt, pass, and attempt/pass. Melissa considered how gender of the instructor may play a role; this can be a separate analysis. This variable may contribute to students not attempting the class. For students who pass, math is the biggest barrier. Rick H. made a comment about the disparity in the level of classes. It is very difficult to move from the levels of the courses (work in the next level becomes significantly more difficult). Rob said that the system we have is currently not working; part of this data and information from CalPass shows that something is amiss here and students are not taking math. Lucia questioned how many students pass when they have had a Career or counseling class, an SEP, and/or are in learning communities.

ESOL – The cohort numbers are smaller. Collecting data is tricky because of the migration between schools. With the low numbers, you would want to aggregate into ethnicity, but it's very difficult.

Rob will provide different tables for the information requested. Rick H. asked that numbers be to the tenth instead of whole numbers. Rob agreed to accommodate this request. The tables will eventually be posted on the website.

Action Items:

- Expand cohort tracking to “Attempt / Pass” at each level (vs. just pass)
- Break down cohort tracking by ethnicity & gender
- Look at time period issue for cohort tracking – allow 3 years? 4 years?
- Take a look at removing those from cohorts who only take 1 summer course (drop-ins from HS & 4-yr)
- Check success relationship of gender of instructor to gender of student in Math courses
- Investigate relationship of taking COUN 100, have an SEP, and/or are in a learning community either concurrently or prior to success
- Look at when BS English/ESL and/or BS Math are started and relationship to success

5) If there are available monies, prioritize any new ideas to anticipate additions to next year's plan and issue a call for proposals from the campus.

- Integrating Kurzweil in basic skills English and Reading classes

This project was proposed by Judy Lariviere, and is currently in practice at Laney College with great success. Linda V said that reports show that any student that uses this software program can pass classes. The scanned text is read aloud by the software program, and students can highlight and post “notes” in the margins. It also can help ESOL students with grammar, parts of speech, outlines, and writing. One caveat is that this project requires English/Reading teachers to learn the software program. Members expressed the need for some conduit to train English/Reading teachers. Plus, presently DSPS has everything needed to run Kurzweil, but it is only for DSPS students. A scan and read station is about \$1600. Judy teaches students how to use the program, while Chris Weidman scans the books for the students. Another potential project to enhance classroom instruction with technology is with Dragon software, which uses voice recognition to transcribe into written text.

Lori said that the costs aren't so prohibitive, and that it would be up to the English/ Reading department to implement the program(s). Connie requested that there be a demo of the program. Lucia suggested using Kendall type books since they are already scanned and could be cost efficient.

Action Item and carry on as ongoing item: Connie will work with Linda to set up a demo of the program.

- Expanding awareness of financial aid to basic skills students (unfunded from last year's brainstorm)

Financial aid awareness is also a part of our accreditation. Financial Aid is required to provide information, outreach and inreach. Karen mentioned that Skyline FA has seen a larger number of applicants compared to our sister campuses.

Lori says not to focus on funding for FA because they have their own funding source. Outreach Ambassadors do not want overlapping duties.

Leslie acknowledged that FA supplies information, but proposed that a FA staff member do a presentation for some classes. Lori said that this can be accommodated at the request of faculty. Aileen added that there is a diversified staff in FA, so presentations can be tailored to specific groups.

6) Continue updates

Karen informed the group that each year's funding is from the prior year. She asked project leaders to determine whether they have sufficient funds to implement their projects, and to specify what they need if it's not sufficient.

Project leaders also should think in the long term about how to make a case for institutionalizing the project (hence the need to assess). Jacquie asked how many years should a project be piloted before it's assessed? Rob suggested generally 2 tracks down; if it's working and there is no evidence to track, scale things that are working. On the other hand, if it's not producing change then give it at least 3 years. You do need time; no major or systemic changes happen right away. There are cases when it works quickly. On the other hand, a problem could be that a control group is not good and there is not enough time to give feedback about the performance of the project.

Project leaders should consider the following questions:

- 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?
- At the completion of the spring 2009 semester, what "product" will you have created as a result of implementing your planned action? (i.e., a program to institutionalize; a handbook/reader; a report, but to whom?)
- How do you plan to document whether your planned action has made a difference? More specifically, how do you plan to measure it (i.e., pre/post activity or questionnaire, survey, etc.?)?

D1. Leigh Anne is researching the portion of the English Language Institute (ELI) grant which refers to contextualized curriculum. Part of the ELI includes a new workplace ESOL course that was created, ESOL 880, which will be used to staff the ELI via each student holding 2 hours by arrangement per week.

D2. Connie - Middle College is coming along very nicely. The group is targeting fall 2010 to start classes with Jefferson Unified High School District.

D5. Leslie is working on having a workshop included in future flex days.

D7. Leslie reported that supplemental classes are not hard linked and this problem has been challenging for students; this issue is being addressed for fall 2009, expanding the number classes that have SI leaders. Rick H. says it would be helpful in having 2 different section options. Connie is thinking of doing this already. Connie requested that Karen add verbiage in plan.

Those updates that were not presented in the meeting can be sent by email or called in to Karen.

- 7) Reminder: Register for the "Strengthening Student Success Conference," which is from Wednesday- Friday, October 7-9 in Burlingame. For more information, see <http://www.rpgroup.org/events/sss09.html> . It often fills up by late June because it's such a well regarded conference. Also note that professional development monies are available now!

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