



April 20, 2010

COLLEGE SUCCESS COORDINATING COMMITTEE

ROOM 1319

Committee Members Present: David Hasson, Michael Hoffman, Rick Hough, Rob Johnstone, Melissa Komadina, Lucia Lachmayr, Virginia Padron, Phyllis Taylor, Rick Wallace, Mike Williamson, Karen Wong, and Soodi Zamani

Committee Members Absent: Lori Adrian, Connie Beringer, Aileen Conmigo, Sue Lorenzo, Leslie Shelton, and Leigh Ann Sippel

Recorder: Golda Gacutan

Materials:

- 1) Notes from the 3/16/10 Meeting
- 2) CRER 410/ Orientation Data (available from the CSI sharepointe site in the "Orientation (CRER 410)" folder)

Agenda Items:

- I. Review and approve of the 3/16/10 Minutes – approved with corrections.
- II. (Rick Wallace) CRER 410: Orientation (3 handouts)

CRER 410 is the result of over six years of work by the counselors. Orientation used to be a 1.5 hour or online workshop, which they didn't think was effective enough. It's now evolved into a class and is being piloted under the CSI. An issue arose: because it is part of the matriculation process, students weren't able to register for classes. Thus CRER 410 will be offered as a workshop until the A & R kinks can be worked out; 35 workshops are scheduled from here on out through the summer. The online version of CRER 410 also will be rolled out.

Counselors who taught Orientation administered a pre and a post-test to assess the relative effectiveness of CRER 410. On the pre-test, students struggled most with Qs 1, 3, and 4. So it was good to see the results on the post-tests, where there was a big jump in their knowledge base on Qs 1,3,4, and 6. The biggest stumbling block for students is how to calculate GPA, Q 9, though they know

what GPA is. Other somewhat low scores were in Qs 3 & 9, but still, many students marked the right answer.

For the second assessment, students evaluated the orientation. Only the campus tour was rated as not very valuable. Rob said that it could be the survey wording or that students just don't think the tour is useful. Virginia reasoned that this may be because buildings were closed and not too many classes were in session during the tours. On the other hand, Student Education Plans (SEPs) were completed to satisfaction. However, these are brand new students, who do not necessarily know what they need to know yet.

Rick H. asked whether there can be a follow-up survey since students may not use some services until later into the semester. Rob said that a quick survey could be sent out, one to all new students without degrees, and another to those that took Career 410.

Karen gave kudos to the Orientation Committee (Virginia, Jacquie, Melissa) for designing assessments to measure the relative effectiveness of the course.

Virginia commented that she would like to see CRER 410 remain a .5 unit course, but added that she understands the logistics. Presently manual processes are needed, which is difficult since classified staff are already overextended. Rick W. added that using technology such as SARS and Banner to verify that the student completed the matriculation process could help to generate a registration date.

Rick W. said that they are looking into materials fees for the class because they cannot shoulder the cost of the workbooks any longer. The \$5-6 charge will be implemented at the beginning of June.

III. (David Hasson) Contextualized Curriculum Update

A workforce development grant has made possible a summer program for which David is creating contextualized curriculum, to be piloted this summer.

Documentaries with an environmental focus, such as *Big Ideas for a Small Planet*, anchor the curriculum. Students will watch these documentaries, and from them David will create curriculum. Students might read articles that elaborate on the topics addressed in the documentaries, solve math problems pertaining to the topics and the informative "pop-ups," and then perhaps apply the concepts to their own lives. Then he taught a unit with us as the guinea pigs—general sentiment is that it was fun.

Phyllis requested that David create and make available to the campus a bibliography since David already has done so much research. Some of the episodes are from Nova specials, Frontline specials, Modern Marvels from the History channel and the Sundance channel.

Hopefully through the CSI, contextualized curriculum modules can be developed pertaining to the environment, economics, and social justice, which can then be replicated in other classrooms. Another possibility is to create professional development/ flex workshops where a common theme or topic is chosen, and then faculty from different disciplines generate curriculum.

IV. (Michael Hoffman) First Year Experience

The visually striking FYE brochures are out and now the key players will be the counselors, who can help to recruit.

Mike Williamson suggested that we brainstorm characteristics of students that could benefit from the FYE so that counselors will know whom to target:

1. Want to be fulltime, day student
2. Goal is to transfer, but major is undecided
3. Placement into Math 110; consider those in Math 111 that might succeed—Rick H. commented that this measure should be used only if the program is struggling to get enrollment.
4. Students who voice interest in support services and more individual attention.
5. Benefit from the structure of a learning community and cohort.
6. Limited work hours.

Another time to recruit is during Orientation/ Career 410. Michael said that the FYE was already presented at the PEP day and now needs to be part of the orientation.

V. My Math Prep

We'd like to see whether some review, as students typically do before big tests such as the SAT, can make a difference in their placement scores. PCCs Math Jam is intriguing, but the cost is high due to staffing needs. My Math Prep is more economical since it is free from Pearson. And, students will still get immediate results.

Nevertheless, there needs to be an administrator to oversee its implementation, starting this July, perhaps for 3-4 hours per week. For example, for each “round,” only 350 students can use it, so the administrator needs to stay on top of it to ensure that all students will be able to gain access. Students also might need assistance in using it. And the administrator may want to follow up on placement results for students who take the review vs. those who don't.

The test preparation software has been set-up and now needs student volunteers to test the system. The group asked if this resource can be included on the assessment website, and if Andy can send an invitation to students to use this resource prior to taking the placement exam.

Regular Meetings: Please save the third Tuesday of every month to meet: May 18, 1:30-3:30, in Room 1319. E-mail Golda Gacutan if you didn't receive the Outlook invitation.