



**COLLEGE SUCCESS COORDINATING COMMITTEE
MEETING
May 19, 2009
1:30p.m. to 3:30p.m.
ROOM 1319
Minutes**

Committee Members Present: Lori Adrian, Co-chair, Karen Wong, Co-Chair, Connie Beringer, Jacque Escobar, Rick Hough, Lucia Lachmayr, Leigh Ann Sippel, Phyllis Taylor, Rick Wallace, Jeff Westfall, Mike Williamson, Linda Van Sciver, and Soodi Zamani

Committee Members Absent: Aileen Connigo, Melissa Komadina, Sue Lorenzo, and Leslie Shelton

Recorder: Golda Gacutan

Materials:

- 1) Updated BSI Plan
- 2) Notes from the 4/28/09 Meeting
- 3) Draft of the CSI Mission, et. al.

Agenda Items:

- 1) Review and approve the 4/28/09 minutes
Minutes approved as written.
- 2) Welcome Michael Hoffman (ACS Coordinator) and David Hasson (Contextualized Curriculum)!
Tabled for next meeting.
- 3) Update on the two CSI positions: (a) CSI Co-coordinator for the Student Services projects, and (b) On Course Coordinator.
(a) CSI Co-coordinator is Virginia Padron.
(b) On Course Coordinator is Melissa Komadina. There will be a meeting with Regina, Phyllis and Melissa on May 28th to finalize the position.

The group questioned if and how positions may be affected by the budget; the immediate answer is they are not. However, if categorical funding is cut, BSI will also be cut. Funds for 2008-2009 have already been allocated. If there is a significant impact, it may be for 2009-2010.

4) Give feedback on the revised CSI mission, et. al. (See the original at http://www.skylinecollege.edu/facstaff/office_instruction/college_success_initiative/mission_goals.html)

The group offered suggestions and feedback while Karen recorded the changes. Karen expressed her concern about removing “developmental” out of the CSI goal; discussion revolved around this topic. Karen asked the group if these changes can be adopted so that it can be included in the CSI newsletter for fall: yes.

Discussion ensued after the revisions as to the definition of Basic Skills classes. The definition that Karen used is what Rob gave her as the State’s definition. Concern was expressed about whether supplementary instruction can be funded for pre-transfer courses that are degree applicable.

Action Item: There were concerns about SI funding Rick H. recommended that more information be gathered on how other campuses are funding and scheduling their SI. The Steering Committee will caucus regarding both issues.

5) (Rob) Discuss CSI data on the cohort tracking for both Math, English, and ESOL. Tabled for fall 2009 for further discussion.

(Handout) Rob gave a quick overview of the data. Generally the lower level that students begin, the fewer persist to and succeed at the transfer level. More students succeed at the transfer level in English than Math, but English also has fewer pre-transfer levels. Tables 4-9 are disaggregated according to ethnicity for Math and English, which lends insight to the question of student equity. (ESOL has too small a sample size.) Tables 4-6 are about the Math sequence. Generally more black and Hispanic students start at lower levels of Math than Asian American students. Rick H. commented that students in Learning Communities, (i.e. ASTEP) actually start at a higher level than MATH 811, which is indicated on the grid; point taken by Rob. In Table 4, for black students, there is a huge drop-off in success from (811) fundamentals to (110-112) beginning algebra. Table 5 shows that primarily black, Filipino, Hispanic, and to a lesser extent Pacific Islander (small sample size) students are struggling the most with passing transfer level Algebra (Math 120-123). The Table 6 data may not be as reliable than 4 & 5 because the sample sizes are smaller. Action items: 1. Rob will have a table showing where students begin in classes. 2. He will get differential rates from withdrawing and not passing. The 07-08 cohorts cannot be added because a cohort is usually followed for 3 years. Mike suggested adding the students that take the PSYCH 171 route for math.

Rob explained that age does not play a difference since most of the students are between the ages of 18-25; gender does not play too much of a difference either. Generally, full-time students perform better than part-time students since full-time students tend to be in programs and take advantage of campus services. Given that Over 41% of our students are single course takers, how can we serve their needs?

Lucia asked about socioeconomic status, but it is an unreliable variable since students self-identify and there are too many factors at play (ie., if the student contributes to the overall household needs; if the student is financially supported by family, etc.).

[Further Related Research that Rob will conduct: \(a\) relationship between grades and success at the next level; \(b\) segmentation data.](#)

Questions to Consider for a Subsequent Discussion of the Data:

1. Why do you think this is happening?
2. What does the cohort data cause you to think of from a programmatic/ curriculum/ pedagogical viewpoint?
3. What other ways can we help students? (ie., mastery vs. going through the motions? Counseling support? Summer bridge to accelerate learning? Diego's Digital Bridge approach?)

6) Reminders: (a) 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! (b) Send via e-mail any resources related to your project(s) that you want to post on the CSI website. See http://www.skylinecollege.edu/facstaff/office_instruction/college_success_initiative/index.html.

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

Announcements:

1. CRER 410 – Mike asked Rick W. the status of this class. Jacquie shared that the class worked out really well last year. A report needs to be done to collect data. Student must attend this class as part of the matriculation process. An online class is being created.
2. Flex days in fall will include workshops on CSI.