



February 15, 2011

COLLEGE SUCCESS COORDINATING COMMITTEE

ROOM 1319

Draft Meeting Minutes

Committee Members Present: Nohel Corral, John Freedman (for Rick Hough), David Hasson, Melissa Komadina, Rob Johnstone, Vanson Nguyen, Virginia Padron, Rick Wallace, Karen Wong, and Soodi Zamani

Committee Members Absent: Connie Beringer, Joe Madrigal, Lucia Lachmayr, Sue Lorenzo, Phyllis Taylor and Mike Williamson

Recorder: Soodi Zamani and Virginia Padron

Review of minutes from CSI Coordinating Meeting (11/16/10)

Committee approval of Minutes

Minutes from November 16th approved with minor corrections.

Review the following CSI Success through Math Tables provided by Rob Johnston:

Rob indicated that there are currently four groups of Learning Communities in English: Puente, Kababayan, Scholar Athletes and ASTEP and there is one Learning Community, ASTEP (Math Academy), in Math that are most significant among all Learning Communities.

Table 1 compares the five-year average of Puente students who took English 836/846 with non-Puente Hispanic and non-Puente Non-Hispanic students who took the same courses. The chart indicates that the average rate of success was 20% higher in passing English 836/846 and 20-30% higher in succeeding in English 100 and English 110 for Puente students when the students took these classes the following semesters.

Table 2 demonstrates similar information as table 1. But it breaks down the cohort rates by year starting 2005-06 through 2009-2010.

Table 3 compares the five year average of Kababayan students who took English 836/846 with non-Kababayan Filipino and non-Kababayan non-Filipino students. The chart indicates that the average rate of success was 20% higher in passing English 836/846 when Filipinos were in Kababayan than not and 11% higher than Non- Kababayan Non-Filipino.

They also did better in passing English 100 and 110 when they took them the following semesters in average of about 10%. However the non-Kababayan non-Filipino students who took English 110 had a slightly higher success rate than Kababayan students.

Table 4 indicates similar information as table 3. But it breaks down the cohort rates by year starting 2005-06 through 2009-2010.

Table 5 compares the five year average of ASTEP students who took English 836/846 with Non-ASTEP African Americans and Non-ASTEP Non- African American students. The chart indicates that the average rate of success of ASTEP students was slightly higher than Non-ASTEP African American students but slightly lower than Non-ASTEP Non-African American students. The ASTEP students who took English 100 the following semester succeeded by the same rate as non-ASTEP African American but 8% lower than non- ASTEP Non-African Americans. When these students took English 110 they performed 8-15% lower than Non-ASTEP African American and Non-ASTEP Non- African American students respectively.

Table 6 indicates similar information as table 5. But it breaks down the cohort rates by year starting 2005-06 through 2009-2010.

Table 7 compares the five year average of Scholar Athlete Learning Community with the Non-Scholar Athlete Learning Community students who took English 836/846. They Did 7% better in English 836/846 than Non-Scholar Athletes and also 7% better when they took English 100 and 110 in the following semesters.

Table 8 indicates similar information as table 7. But it breaks down the cohort rates by year starting 2005-06 through 2009-2010.

Table 9 demonstrates the percent of all students in Learning Communities enrolling in English 836/846, the percent of students who are not in Learning Communities but are African American, Hispanic or Filipinos and taking English 836/846, and the percent of students who are not in learning communities and are not African American, Hispanic or Filipinos but are taking English 836/846. Every row of this table indicates the described cohorts in different years starting from 2005 and ending in 2009. In 2005 there were about 1/3 of all students taking English 836/846 were in each cohort. That number changed to 28% in Learning Communities, 33% in non learning communities who were African American, Hispanic, or Filipinos to 40% non learning Communities who were not African American, Hispanic, or Filipinos in 2009. All and all in average about 1/3 of students belonged in each cohort.

Table 10 demonstrates the 5-year average of rate of success of all students in all Learning Communities who took English 836/846 was 74% of those students 54% succeeded in English 100 and 35% of those students passed English 110 successfully. As oppose to 64% of students who were not in Learning Communities but were underrepresented passed English 836/846, of

those 41% succeeded in English 100 and of those students only 24% passes English 110. In comparison, 70% of students who were not in Learning Communities and were not underrepresented passed English 836/846, of those students 47% were successful in passing English 100 and of those students 31% passes English 110. In summary, the least successful group was non-Learning Communities underrepresented groups who did in average 10% lower than other groups.

Table 11 indicates similar information as table 10. This table breaks down the cohort rates by year starting 2005-06 through 2009-2010.

Table 12 demonstrates that 73% of ASTEP, African American who took Math 110 passed the course successfully. Of those students 45% passed Math 120 and 34% of those students were successful in passing a transfer level Math course. As oppose to 41% of Non-ASTEP African American passed Math 110, only 10% of those students passes Math 120 from whom only 2% were successful in passing a transfer level Math course. These two cohorts were compared with Non-ASTEP Non-African American students who 58% of them passed Math 110, from whom 26% passed Math 120. From those students 11% passes a transfer level Math course successfully.

Rob said this table shows that Non-ASTEP African Americans students suffer.

Table 13 indicates similar information as table 12 but it breaks down the cohort rates by year starting 2005-06 through 2009-2010.

Rob indicated that in English the successful programs rank from Puente to Kababayan to Scholar Athletes to ASTEP.

Committee Remarks:

Tables presented by Rob generated much discussion regarding the learning Communities. Rob indicated that there are more courses in Learning Communities in addition to Math and English such as psychology but there are no consistent comparisons to be made.

John noted that the Puente students 2009- 2010 had stronger results in year 2-3 based on the longevity of the program. According to Rob the Puente program is very strong. Many advantages to the Learning Communities were discussed including scheduling of linked classes and instructors and counselors working closer with students using a case management approach along with supplemental instruction. Rob stated that the Math Academy as well as Puente showed success rates that indicate the programs are making an impact on our students. He added in English, Puente Kababayan, Scholar Athletes and ASTEP are ranked from strongest to least strong Learning Communities. In math ASTEP (Math Academy) is the strongest program and Puente is the least strong learning Community.

Rob stated that 1/3 of our students are in a Learning Community. This is because Skyline is not as large as some of the other Community Colleges. Karen asked if we could take the results of the placement test as an indication of the level of preparedness that our students are beginning at Skyline. Rob stated that a sample skills test developed by the instructor would be a better indicator. The placement test is not diagnostic.

John Freedman stated that there is no surprise that our students are not doing well in Math since you can graduate in some high schools with only the completion of Algebra 1. Although some high school districts require 4 semesters of Algebra 1 prior to graduation.

Darlene Cardenas reported on the Hermanos/Hermanas Program. Currently there are 47 students enrolled in the programs. The students recruited into the Hermanos/Hermanas program typically are high school students that are high risk students maintaining a 1.5 -2.5 GPA. Darlene provides academic support for these students. She teaches a Career Seminar course taught at the high school. The course focuses on Orientation to College including numerous field trips to four year institutions, and information regarding Financial Aid. Darlene stated that only 1/3 of the students from the Hermanos/ Hermanas program transfer to the Puente Program. The rest of these students do not receive any continued support services and do not have a structured learning Community that would address their specific needs. Many of these students place in Math 811. Currently Skyline does not have a learning community in place for Math 811 students. Darlene would like to tap into this existing established Learning Community to offer continued transitional services to this population of students. Soodi asked the committee to consider the possibility of piloting a Learning Community for the Fall Semester 2011. Darlene presented The FYE-LEAP program to the committee. The proposed program would consist of Math 811 (3.0 units), LSKL811, Math learning Skills (0.5 units), Career 665SB, Success learning Strategies, (1.5units) and Career 136, Career Planning (1.unit) There are a total of 6 units proposed for the Fall 2011 Semester. For the Spring 2012 Semester the following classes were proposed: Math 110, Elementary Algebra, (5units), LSKL 109, Learning Skills, (0.5units), Career 665SB, Resiliency and Student Success, (1.5 units), for a total of 7 units. Students would be encouraged to work with the counselor to enroll in 6 additional units of elective courses. This Learning Community would be open to all interested students. David H. asked why we do not send Hermanos/Hermanas to the Puente Learning Community. Nohel C. mentioned that al Puente students plan to transfer to a four year Institution specifically the UC. Hermanos/ Hermanas for the most part are interested in pursuing CTE Programs. He added, we don't provide enough structure for these students to connect to. John F. stated that offering a full year program for these students is necessary. After they complete LEAP they can branch out to different Learning Communities. He said persistence is important. Karen stated that we should have a conversation with Connie and Mike regarding further feedback for the program as well as the scheduling and linking of classes.

Vanson N. introduced the proposed changes in the FYE Program for the Fall Semester 2011-2012. The Fall Semester will include the following: Math 110, Elementary Algebra, (5units) English 828, (5 units) Speech 120, (3units), Career 100 How to Succeed in College (1 unit), For the Spring Semester 2012 the Program will offer the following: Math 120(5units), English 846 (5 units) and Counseling 100 for (3 units)

Follow-ups for Rob Johnston:

- 1) Change cohort groups, comparing Kababayan students to students who are not in any Learning communities
- 2) Math Placement test of Puente English Cohort
- 3) Add English 165 to compare the rate of success of students who have enrolled after finishing English 836/846 in Learning Communities