



October 19, 2010

COLLEGE SUCCESS COORDINATING COMMITTEE

ROOM 1319

Draft Meeting Minutes

Committee Members Present: Connie Beringer, Nohel Corral, Melissa Komadina, Rob Johnstone, Lucia Lachmayr, Virginia Padron, Rick Wallace, Karen Wong, and Soodi Zamani

Committee Members Absent: David Hasson, Michael Hoffman, Rick Hough, Sue Lorenzo, Joe Madrigal, Phyllis Taylor, and Mike Williamson

Recorder: Golda Gacutan

Review of minutes from CSI Coordinating Committee Meeting

Committee approval of Minutes (9/21/10)

Minutes were approved with changes.

Evaluate enrollment patterns – handouts (Rob Johnstone)

- a) Do the students take Math as they begin at Skyline or right before graduation (transfer)?
- b) What percent of these students take Math and English during the same semester?
- c) What percent of students taking Math 112 will pass Math 120 in the following semester?

Table 1: When do graduates start taking Math at Skyline?

Rob started the study with the graduates first from 2009 – 2010. He went back to 2005 and looked at when Skyline students started taking math. 33% of students started math in the first term and 23% in the second or third term. Over half of the graduates took their math in their first year. 14% took math in the second, third or fifth year. The table indicates that 31% of the students did not take math at Skyline. They either took math in high school, at another college, or took math before 2005. These are the students that completed math 110 and graduated.

Table 2: When do graduates finish taking Math at Skyline?

Table 2 indicates that 27% finished their last math course in their last year. 42% finished their last math course between their second and fifth year and 31% did not finish their last math course at Skyline.

- Nohel asked there are any variables that are unique to this cohort, to which, Rob answered that he can take a look at those variables.
- Lucia asked what should the group be looking at and gathering from these tables. Rob said since this cohort is graduates, we haven't considered the obstacles that other students are facing. The freshmen students would be facing. If we would look at the freshmen cohort, there would be a different conclusion.

Action Item: Rob will create a table that shows all fall 2006 first-time freshmen.

Table 3: What percent of these students take Math and English during the same semester? This table shows that 43% of students take math and English in the same semester. 55% only take math and only 2% take two math courses in the same term.

Table 4: Does the math/English taking differ by level of Math Course? When students are in fundamental math, the number is higher for those taking both math and English. As you progress up the levels of math, the less students taking math and English together.

Table 5: What is the overall success rate of students taking simultaneous Math/English courses vs. only Math in the same term? Table 5 shows that the overall success rate of students taking simultaneous math and English or taking one without the other is approximately 55% across the board.

Table 6: Does the success rate vary by level of Math Course taken?

Table 6 indicates that the rate of success of students taking math and English in the same term or not taking math and English in the same term does not vary by the level of the math course that the student is taking. Rob added that this is common at other colleges. Nohel mentioned that this information would be changed if information was also collected regarding those using tutoring services, etc.

Action Item: Rob will run data on:

- Students that are in learning communities
- Also, pairing math simultaneously with different levels of English with 811 and 110.
- Math 811 success rates that have taken Counseling 100.
- Math and LSKL classes.

Table 7: Math 110 & 112 to Math 120 Progression

Table 8: Math 112 to Math 120 Progression

Rob needed clarification on whether this was supposed to be based on the level of math, but he ran data both ways. Rob is going to redo the tables because Soodi said that Mike W. wanted to look at the percentage of students that successfully took Math 112 and succeeded in Math 120.

Action Item: Gather data on progression for Math:

- 110 to 120
- 110 to 122
- 112 to 120
- 112 to 122

Rob will bring this data back to the group on November 16 and February 2011.

Connie mentioned that she'd like to start working on English data. Soodi explained that without English, students will not perform very well in math. Connie mentioned that Mike Williamson and she had a discussion about having a math and English SI meeting next semester. Connie added that there will be Contextualized English 826. This will help the population of professionals that are having trouble with advancing in their fields because of their English skills. The bottom line is increasing the rate of success. Virginia mentioned that it would be interesting to see if students in CTE programs, who have a focus career goal, perform better.

Rick W. added that counseling has been looking at students that are in multiple learning communities. Counselors are seeing that students are going from one service support group to another. Rick W. wants Rob to look at data that goes across the board not just in one particular learning community. The group made a suggestion that perhaps a computerized program, where the SEP could be online and recorded easily would reduce the duplication of services. Nohel added that the Ed Plan is the most time consuming aspect of a counseling session and this information should be uploaded into WebAccess. Lucia asked how difficult it would be to add a tab to WebSmart so that students, staff and faculty can access the Ed Plan. Virginia proceeded to explain the process with student counseling files. There is a strong difference of opinion in using an electronic version and no consensus has been established across the district. The counseling session lasts 30 minutes and there is insufficient time within the session to complete the electronic Ed Plan. Primarily learning communities are staffed by adjunct counselors, who might need additional training. Virginia mentioned that hopefully the Summer Counseling Institute will be funded by Measure G to help offer training to the adjunct counselors as well as to provide an energetic guest speaker to kick off the event.

Nohel says that there is already an understanding between certain learning communities to work together so that information and work is not duplicated. Connie asked for clarification on whether or not there will be an increase in learning communities. If or when this happens, there needs to be a streamlined process.

Connie also questioned the result of the discussion on Measure G with the Steering Committee. Connie apprised the group on the status on the tutoring program, which needs \$15,000 more in additional funding.

A recommendation was made that a Gear Up for College event. Soodi says Rob needs to be able to gather data to corroborate this incentive. Gear Up for College could be part of an existing program(s). Karen asked if there could be additional components to My Math Test, which is preparation for math placement testing. She says that the preparation needs to be beefed up. The target population would be anyone that is matriculating for the first time i.e. high school students. There could be an afterschool component for high school students. The group discussed when the process should begin and what the process would be.

Action Item: Continue discussion on preparing students for placement testing - when, how, target population (Math 811/ENGL 826).

Components:

- counseling
- tutoring
- any software or technology
- any faculty involvement needed.

Virginia recommended that there needs to be a pilot program. The goal is to help students place in the proper level. Data can be provided by Andy Davis. Lucia mentioned the posters being used for CalPass and using that idea for marketing on campus.

4. BSI Program SLOS – tabled for a future next meeting

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