



September 21, 2010

COLLEGE SUCCESS COORDINATING COMMITTEE

ROOM 1319

Draft Meeting Minutes

Committee Members Present: Connie Beringer, Nohel Corral, David Hasson, Michael Hoffman, Rick Hough, Melissa Komadina, Lucia Lachmayr, Joe Madrigal, Virginia Padron, Rick Wallace, Mike Williamson, Karen Wong, and Soodi Zamani

Guests: Anniqa Rena from Cañada College and Jennifer Mendoza from San Bernardino College

Committee Members Absent: Rob Johnstone, Sue Lorenzo, and Phyllis Taylor

Recorder: Golda Gacutan

Review of minutes from CSI Coordinating Meeting (5/18/10)

The group reviewed the minutes from May 18, 2010.

Committee approval of Minutes

Minutes were approved with minor corrections.

A quick update on ongoing projects:

Connie B. Asked what were the BSI funded Projects for 2010-11?

- Continuing with Career 410, online orientation workbook is being set up
- Math Academy will be continued
- Continuing with SI program for Math (3) and English (2) courses
- Continuing on with FYE (update from Michael Hoffman)
- Combining Professional Development of BSI Program with PEDAC
- My Math Test software was used at the end of summer and again this fall
- On Course is still being done through Melissa K. Five faculty members will be trained for training the trainer.
- Early Alert

- Hermanos/Hermanas program has been institutionalized – funding has moved to another source.
- The Career assessment component of the BSI is being funded by SparkPoint. They are launching its job placement component and it is in the initial stages.
- There has been some discussion to bring back the Welcome Day activity, which may be done with Measure G funding. Joe asked where the funding came from originally and he will make sure that a place holder is set aside with Measure G funding.
- ELI is being funded by different grants.
- Connie asked if there is money set aside for tutoring to which the answer is yes.

Action Item: Virginia and Soodi will put together a matrix of these projects then email this document to the members.

Anniqua Rana of the Bay Area Network Coordinator presented: *Success through Math at Skyline College*. Note: Reference website: 3csn.org

The outcomes of this presentation are to identify how to increase the rate of success for students taking Math courses at Skyline College.

- Anniqua explained that the purpose of this collaboration is to maintain communication and have shared knowledge.
- The website has information on events, trainings, resources, and what other colleges are doing. The idea is based on local needs.
- Anniqua mentioned the Math Jam Program at Cañada College. They have found that students that have a chance to practice prior to taking the placement test perform better. The Math Jam program offers two weeks of intensive tutoring in math to prepare the students for the Math Placement Test.
- Anniqua suggested for example, there could be a study conducted on ESL students to learn about specific patterns regarding math courses that are inherent to ESL students.
- There is no data on student performance prior to participating in SI and/or after participating in SI. Rob has been given data to compile a report.

- Mike W. suggested a study to quantify anxiety around certain classes, in particular Math and English.

Group Exercise Discussion:

- What do we know about students taking Math at Skyline?
 - The members were divided into four groups to brainstorm “What do we know about the students taking math at Skyline” The following is the list of some items the groups generated.
 - The lower the math placement level the less likely students are to succeed at transfer level math
 - Even if the students start at Intermediate Algebra level start only 43% take a transfer level math course
 - Most students start at Elementary Algebra
 - Success rates are low
 - Persistence even lower
 - Diverse levels in lowest classes especially since there is no minimal level of competency required
 - The developmental/basic skills courses have the highest student enrollments
 - Students who start at the bottom of the sequence are less likely to complete transfer level
 - Students who take ESL concurrently do better
 - Students who take 12+ units are more successful (likely to transfer)
 - Students like extra help in the classroom (Stated by 30 out of 34 math 811 SI students)
 - It has been difficult to significantly raise the success levels with our current programs and interventions

- Prerequisites are not the only factor in success rates
- Most incoming students have either negative , disengaged, or experience anxiety with math
- We know LCs help student success rates/transfer rates
- Math Academy(intense Counseling/tutoring/instruction) is successful (Case Management)
- Many students also struggle with reading comprehension (word problems)
- Students Don't realize other study skills can be applied to math

After sharing their ideas the group suggested the following list should lead the topic of discussion to improve the rate of success of Skyline students in basic skills math courses at Skyline College.

- What is it that you would like to know about students?
 - Evaluate enrollment patterns. There is data that shows that students need to continue with math classes; is there data on level of success rates; i.e. from the previous time and the starting time students take math, Math and English taken in the same semester? **1st Priority**
 - What percent of students taking Math 112 will pass Math 120 the following semester? **2nd Priority**
 - Quantitative data in Math Academy. **3rd Priority**
 - Data on My Math Test
 - Data on the length of time that the students took their last math course in high school to Skyline. **4th Priority**

Math self-placement:

- Rick Wallace encouraged looking at self-placement tests since the data shows that there is not much of a difference in students passing the course. He said that sometimes students place themselves in lower courses than the placement test would place them. The math placement test does not need to validate and can be taken on-line.

Data on existing learning communities.

- One of the studies that Rob has done says that if there is a cohort, the students are most likely to transfer; Soodi asked the group whether they would like to look at keeping cohorts together in the learning communities through the math sequence. Jennifer Mendoza commented that at her college they are choosing to offer English first; students get priority in the registration process.
- Look at outside factors preventing students from succeeding, i.e. registration. (Anniqa invited the group to attend “Focus Inquiry Network” at Cañada College on Tuesday, 9/28/10 at 2:00pm.)

Discussion to generate ideas as to how to improve the rate of success in the basic skills math classes specifically for Math 811?

- Math review workshop with a live person prior to taking a math placement test
- David Hasson commented that there needs to be more advertisement.
- Karen asked if there is some way to advertise to students to work on My Math Test during the semester that they are not enrolled in math to help prep them for the upcoming semester.
- Jennifer Mendoza shared that at her institution; they are considering changing their registration process to give priority to basic skills students.
- Soodi said that the objective of this committee is to come up with ideas to help students succeed in math classes.

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

1319.