

# STUDENT SUCCESS COMMITTEE MEETING

Thursday, February 26, 2015

3:30-4:30 p.m.

Room 2314

## MINUTES

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**1. CALL TO ORDER:** Teresa called the meeting to order at 3:38 p.m. in room 2314.

**2. ROLL CALL:**

**Present:** Dan Bryant, James Crooks, Cheryl Cruse, Teresa Doyle, Lorelei Hartzler, Michelle Knudson, Kate Mahar, Lyndia McBroome, Kevin O'Rorke, Susan Sawyer, Jennifer McCandless, Camelia Mihele, and Shelly Presnell.

**Absent:** James Crandall, Tim Johnston, and Jason Kelly.

**3. DISCUSSION/**

**ACTION ITEMS:**

a) **Review and Approval of Minutes**

Jennifer moved to approve minutes. The motion was seconded. There was no opposition and the motion was passed.

b) **Student Success Program Updates**

• **New Faculty Institute**

Teresa reminded members that in September this committee decided to implement the New Faculty Institute. This was originally targeted for newer faculty members, but it has turned into a mixed group of new and veteran faculty. About 10-14 instructors join them each meeting. The sessions so far have focused on concepts and strategies to improve teaching and learning. In addition, NFI offers instructors the time to find out what other people are doing in their areas/classes for student success. Teresa shared that they had about forty faculty members who have expressed an interest in attending, although scheduling meetings at an optimal time for everyone interested remains a problem. They are currently offering one session per month but eventually she would like to figure out how to allow more members to participate. It was suggested that they have a rotating schedule for sessions. Teresa thanked Kate for her dedication towards this project. Professional development credit is offered for those attending the New Faculty Institute meetings. In between meetings, faculty are given articles to read and ideas for how to use their classrooms as a laboratory to improve teaching and learning.

• **Supplemental Instruction**

Jennifer shared that before the semester began in January, there was a four day training for Supplemental Instruction (SI). Training was provided for tutors, faculty, and supervisors. SI is an academic assistance program that utilizes peer-assisted study sessions. SI sessions are regularly-scheduled, informal review sessions in which students compare notes, discuss readings, develop organizational tools, and predict test items. Students learn how to integrate course content and study skills while working together. The sessions are facilitated by "SI leaders", students who have previously done well in the course and who attend all class lectures, take notes, and act as model students. Jennifer is piloting an SI class this semester as a trial period. At this time, she is only offering two sessions per week. She explained that normally the program would have someone to coordinate the program. The trainer shared the program success rate data and how explained how it improves student success and retention. This is something that they are very excited about. Susan Sawyer attended the training as well. SI is a retention strategy for students enrolled in "gatekeeper courses," like math, sciences, English, social sciences, and other intensive courses. The program will start fairly small in the fall, using Basic Skills funding at first. Meredith values SI and has made an institutional commitment to this program. The goal is to hire an SI Coordinator, and they are looking into writing a job description and finding the funding to be able to hire this position.

Kate asked for input from the committee to help figure out which classification to look for (classified vs. faculty) when hiring the coordinator position. She explained that Butte College has a full-time faculty member acting as their SI coordinator. A few committee members felt that it would be best to bring in a faculty member who has training experience. They would be training future SI leaders, and without having classroom experience, it could be difficult. The person in this position would also have to work with the program logistics, so there is another

side to it. The committee was asked to email Teresa or Kate if they have any input or suggestions for them.

- **Proactive Counseling**

Math 220 and STU 1 are the courses that are piloting “Proactive (intrusive) Counseling.”

Proactive counseling includes:

- Deliberate intervention to enhance student motivation
- Using strategies to show interest and involvement with students
- Intensive advising designed to increase the probability of student success
- Working to educate students on all options
- Approaching students before situations develop.

Faculty members work with counselors to improve student retention and success in a course. Tim has written proactive counseling into the SSSP program. A counselor will come in and give presentations on things such as scholarships and general education; things that students need to know but might not know. Our motto is: We care too much about you to leave you alone. We want to catch them before they disappear and drop the class. Part of the counselor’s duties would include calling/texting students to ask why they are missing their assignments, etc. Research shows the value of proactive counseling – our next step is to grow the program to include more faculty and counselors.

- **Faculty Excellence Program – Professional Development**

Teresa shared that the Faculty Excellence Program documents have been submitted to the Academic Senate for approval. Many activities that this committee came up with last semester made it to the “Menu of Pre-Approved Professional Development Activities.”

Faculty can shop around and choose from this menu when selecting professional development activities. Teresa thanked the committee for their valuable contribution.

- **34<sup>th</sup> Annual FYE Conference**

Shelly, Teresa and Chelle Sugimoto went to a FYE conference and greatly benefitted from all that they learned. Shelly distributed a handout titled “The Number One Retention Tool,” which she and Teresa put together. The handout listed the elements of a successful FYE and highlighted many of the elements we currently have at Shasta.

Teresa added that even though this particular implementation is a couple years out, they are very excited about it. Shasta College is poised to make big differences in first year students’ retention, success and completion. Travel to the FYE conference was sponsored by Student Equity funding.

Kevin mentioned an article he read recently on the problems that four year universities are experiencing with regard to FYE. The universities are doing such a great job providing FYE support to students, that by the time the students get into second year and realize that there is no longer so much support, they are dropping out. Second year programs are being created to address that problem.

Many colleges have a student texting program running at \$4 dollars per student which includes pre-programmed messages with names and contact that students can reach out to for assistance.

- **Path2Stats – Math 114: new course, new pathway**

Camelia provided an update on a new course that will be introduced in the fall for students who want to take statistics. Camelia is part of a 4-member team of math instructors who have been through a year-long training program to bring this new pathway to Shasta. It has long been recognized that the algebra pathway is not the best path to get to statistics. Instead of math 101/102, there will be a new pre-statistics class that will be offered. There will be four instructors teaching four sections in Fall 2015. Rose is primarily taking care of the marketing side so that counselors know about it and can offer it to students. Students are being accelerated by skipping MATH 101 and 102 (8 units). In effect, they are saving one semester’s worth of time by taking Math 114 then Math 14. This pathway is suggested for non-STEM students. Students pursuing a STEM degree still need to take the algebra/calculus pathway.

- **MATH 210 & 230**

These two courses will be offered in Fall 2015. Instructors have taken content from two classes and broken up into modules. In this new course, students will learn math in a self-paced, individualized model. The content will be adapted to the skills students need.

- **Acceleration in English**

Jennifer shared that last Friday she, Teresa and Frank Nigro attended the California Acceleration Program (CAP) for both English and math curriculum. Jennifer learned about the pre-statistics model and was shocked by results that they were showing regarding how much it increases retention and success. English acceleration models were also presented, with equally impressive results. Almost 2 decades worth of research supports the effectiveness of acceleration in the basic skills sequences for English and math. CAP is a program supported through the 3CSN, the California Community College Support Network, which is the professional development arm of the Basic Skills Initiative.

GPA's and grades in high school classes tend to predict grades for future college classes. Long Beach City College is looking at C+ students. It is believed that C+ students have a better rate of persistence in college level courses. If we put students in college level and give them support along the way, they do better than if we were to put them in courses two levels lower. California State analysis of data shows that a 2.23 GPA high school student stands just as good of a chance at college readiness. There are dramatically higher results 49% success rate.

c) **Retention Task Force**

Teresa asked the committee for a recommendation to create a campus wide task force that would investigate high impact retention practices. This task force would study, research, and make recommendations for implementation of specific strategies to improve retention rates. The task force would be made up of instructional and student services personnel who share an interest in this problem. The task force may also visit other campuses to see different models in action. Our current retention rate for Shasta College students is 44 percent. Susan made a motion to recommend the creation of a Retention Task Force to investigate retention ideas. Jennifer seconded. No opposition. Motion passed.

d) **Transcript Evaluation**

The committee will discuss this agenda item when Tim is present.

e) **Cohort Projects**

The committee will discuss this agenda item when Tim is present.

f) **Student Equity Update**

Kevin explained that the Equity committee put a lot of work over the past year, and has had to work equally hard to figure out which programs to implement/fund. He thanked committee members for submitting their ideas. There will also be three months carry over for the grant. They have provided onsite tutoring to various locations such as dorms. We are in the process of changing the dorms environment to reflect a learning and living environment.

A lending library in Tehama is in progress. The vision is to replicate services and make them available at all locations. Student Equity has set aside professional development funds, so Kevin encouraged everybody to explore types of professional development that we can bring to our campus.

At the meeting there was a question about the percentages from the Disproportionate Impact Chart, which is available on page 9 of the Equity Plan.

Access percentages are doing well. Veteran, disability students and foster youth are still underrepresented at the college. Essentially what this means is that there are greater percentages of these groups in the community than those that are on our campus. There are a lot of areas where disproportional impact is identified once students are on campus.

The Equity plan will be updated every year and we will need to make sure we are implementing our goals and putting them into practice.

Moving forward we need to do a college wide campaign letting people know about the professional development opportunities that are available through Equity funding. Equity received money midyear that needs to be spent by July of this year.

A question was brought up about the process for applying for Professional Development. Kevin suggested that faculty and staff bring their ideas forward to the Equity committee and they will look at the costs associated with it. They will use the Equity matrix to help determine whether it will be a worthwhile cause. Kevin asked faculty and staff to indicate on the Employee Travel Request that the funding may come from Student Equity.

Faculty would first need to check with the dean of their division, and then it would move forward to the Equity Committee. If approved by the committee, then it goes into a spending plan that goes to the state.

Classified can also participate but it is being discussed for professional development growth.

Shelly suggested that a poverty simulation be brought to campus. The cost is \$2,000 but she shared that it is very powerful for people who have never lived in that situation before. It would be for faculty so it would still be considered Professional Development.

**4. OTHER:**

**5. ANNOUNCEMENTS:**

Teresa announced that this committee will only meet twice more this semester. (March 26<sup>th</sup> and April 23<sup>rd</sup>). We will not meet in May as the fourth Thursday falls after the end of the academic calendar.

**6. NEXT MEETING:** The date of the next regular SSC meeting will be on March 26<sup>th</sup> 2015.

**7. ADJOURNMENT:** Teresa adjourned the meeting at 4:47 p.m.

Respectfully Submitted,

Darlene Templeton  
Administrative Secretary  
Dean of Students Office