

# STUDENT SUCCESS COMMITTEE MEETING

Thursday, February 27, 2014

3:30-5:00 p.m.

Room 2314

## MINUTES

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**1. CALL TO ORDER:** Teresa called the meeting to order at 3:30 p.m. in room 2314.

**2. ROLL CALL:**

**Present:** Kevin O'Rourke, Kendall Crenshaw, Ray Nicholas, Teresa Doyle, James Crooks, Tim Johnston, Shelly Presnell, James Crandall, Lyndia McBroom, Cheryl Cruse, Chelle Sugimoto.

**Absent:** Lorelei Hartzler, Susan Sawyer, Daniel Valdivia, Jason Kelly, Matt Laurie.

**Guests:** There was (1) guest present: Frank Nigro.

**4. DISCUSSION/  
ACTION ITEMS:**

**a. Enrollment Management Plan (Draft Revision)**

Tim presented two articles to the committee. Both are concerning updates for the Enrollment Management Plan. It was last updated in 2011. The plan is to organize it around three major areas (seek, keep and complete students). This objective has been shared, feedback has been received and they are ready to revise the draft.

The committee members received the articles and were encouraged to share their initiatives. Tim would like input from members to be included in revision. The ultimate goal is to take the updated plan to instructional counsel for review.

Frank reiterated the significance of receiving feedback from members. Feedback should be sent to Tim and Frank before March 4<sup>th</sup>, 2014 at 4:00 p.m. The committee would like to weave the planning initiative with student equity (and other groups as a unified body moving forward.)

Lyndia McBroom asked how the plan would be implemented in off-campus sites. Tim acknowledged the importance of implementing plans in all sites; Frank will discuss this with his committee at the next meeting.

Frank talked about Math Camp implementation. Teresa shared that the goal is to get 25% of students placing higher in one class. A pilot will be held this summer. 30 students will be selected to participate in this program. Faculty will get a chance to see how the pilot works before taking it to a larger scale.

The pilot will be targeting 220-240 level math classes. It will be completely free to students, and will serve on a first come basis. There will be food and prizes provided to participants.

**b. Student Success and Support Plan**

The committee had received emailed attachments concerning the Student Success and Support Plan, also known as the matriculation plan. The name has been modified but the purpose remains the same. As of this date, there has not been a template created for it. However, Tim described that they have begun their own process to make a template. They will be required to submit the plan by October with the intent to serve as a basis for student success and support in funding.

Tim shared that they have received an increase in funding this year that is expected to last through the next few years. He would like to get approval on the plan from the Student Success Committee to be able to move forward with it. He would like to request approval of the template so the committee can use it as a basis for conversation and identifying gaps. Then the committee can use their funding to bridge those gaps.

Kevin clarified that this approval will require a motion. Tim motioned for approval of the SSSP (Student Success Support Plan). Ray Nichols seconded. All are in favor, the motion was carried.

Tim shared that the former matriculation plan was used to construct the new template.

The purpose of this template would be to guide their work; the plan itself would be to coming back to the committee for comments, revision, and modification. It will need to be ready to submit by October.

A significant part of SSSP includes Assessment. Kevin asked Frank to present information to the committee regarding English assessments.

Frank informed the committee that the English Committee has been validating the English Placement test for over a year. They are required to validate scores and testing every five years to guarantee accurate placement. What they have found is that the placement test that is currently being used is doing a good job at placing students in reading classes; the scatter plots show a consistent correlation. However, the test falls short when it comes to placing students in writing courses. The test consists of a multiple choice test that does not measure writing ability.

A proven way to measure writing ability is to have students do writing samples. However, it is estimated that about 4,000 students take the placement tests each year. This would create a time management problem for faculty, and would be inconvenient for students.

One other option would be to use a computer based diagnostic that assesses writing samples. Frank distributed Write Placer brochures for the committee's review. Frank shared that the Validation Committee will be running a pilot to test the Write Placer using 150 students over the summer. In addition to being asked to complete a multiple choice test, the students will be doing a computer based test and those scores will then be assessed by the English Department.

The department will be looking at sample essays to figure out what levels correspond to placement, and see if their own reading of the student's essays correspond with what the test's assessments of those same writing samples.

The cost of the Write Placer is something to consider, it is estimated that the annual cost to use this program will be about \$13,000 dollars. It calculates to be around \$3.10 per student.

It is also important to know that this particular testing system is not approved by the Chancellor's Office, although it is similar to existing approved tests.

Faculty hopes to gain useful data that will help determine whether the department will be purchasing the program. If the program proves effective, it would become a great tool for teachers to use when grading student writing.

It is unclear whether the test is timed or not, but the licenses for the pilot are in order and ready for implementation. It has already been tested with a couple of students and there was no problem with the connectivity.

The program is currently being used for placement by other community colleges and even by Arizona State University.

The students tested during the pilot would not include ESL students. There are still questions surrounding the selection process for students being tested. The committee suggested choosing students to test on random days in order to get a good data pool started.

Kevin mentioned that our feedback from the pilot will also help Write Placer in their research and development.

**c. ISLO: Self Efficacy, January 17<sup>th</sup> research results**

Teresa announced that the ISLO research has been collected, and a report is currently being drafted with full results.

Based on the survey that was collected, the following items scored the lowest. We may need some information/education on the following items to help every employee address student questions in these areas:

- I received a bill from the college and I need to talk to someone
- I need tutoring in reading
- I need tutoring in science
- I want to participate in clubs and activities
- I want to serve in student government
- I need a part-time job

The idea is that the more knowledgeable we are, the better we can help point students in the right direction.

Teresa suggested we need to see where the needs are and brainstorm ideas on how to meet those needs. Listed below are ideas that were introduced:

- Coordinating a scavenger hunt for faculty and staff. There would be options to do this on foot or online. Faculty could possibly get flex day credit upon completion. Incentives would be provided for staff as well.
- Building a Student Services 101 course for students and/or faculty. Only students would be offered course credit for completing it.
- Offering Webinar seminars: EOPS/DSPS workshops could be offered online.
- Creating a "Frequently Asked Questions" page as a resource guide on all Student Services webpages.
- Setting up a questions/comment box on our webpages. Somebody in that area would be designated to answer questions within 48 hours.
- Developing 10 minute lessons. The faculty who scored the highest on the student surveys could put those lessons together.

Committee members with ideas on how to improve the areas that scored in the bottom third are encouraged to email Teresa.

Lyndia McBroom asked about heightening awareness to off campus sites about resources such as workshops. Teresa shared with Lyndia that she sends out new workshop information to faculty (part-time and full-time) every week.

Members of the committee voiced concern that part-time faculty may not be aware of the resources available such as workshops.

Frank shared that the orientation for part-time faculty has been revamped and he has received very good feedback from the faculty regarding the information presented.

One other concern presented by committee members was that part-time faculty often feel disconnected. Members suggested including part-time faculty in a scavenger hunt as part of their orientation to make them feel more comfortable with resources.

#### **d. MyShasta syllabi:**

James Crandall discussed the placement of syllabi on the MyShasta website. He questioned whether it was in the right place and asked for input from the committee on a possible new location.

Suggestions:

1. Moodle is used by many professors but the problem with using Moodle is that it is password protected and prospective students would not have access to the course information.
2. Plans to eliminate DocuShare are in motion, so placing syllabi in DocuShare is not an option; it will be replaced by web presence with a similar concept.
3. James suggested moving syllabi to the faculty web page. The faculty would be responsible for uploading and updating their syllabi. For faculty who are not sure how to get started, Frank Nigro shared that he has previously emailed information on how to create a faculty web page.

The committee considered where students were most likely to go to look for course information.

The committee concluded that this topic needs to be faculty driven in order to make headway. They agreed that it should be brought forth to Senate.

This topic will be put on the agenda as a discussion item for next Senate meeting.

#### **5. OTHER:**

Last agenda item "Strengthening Student Success Conference" to be moved to next committee meeting.

#### **11. ANNOUNCEMENTS:**

Lyndia McBroom was introduced to the committee. She will be replacing Janet Krewson.

**13. NEXT MEETING:** The date of the next regular board meeting will be on Thursday, March 28<sup>th</sup>, 2014.

**14. ADJOURNMENT:** Teresa Doyle adjourned the meeting at 4:51 p.m.

Respectfully Submitted,

Darlene Templeton  
Substitute Administrative  
Secretary.