



Student Success Committee

Thursday, September 19, 2013

Room 2314, 1:00 PM – 2:00 PM

Minutes

CALL TO ORDER:

Co-chair Teresa Doyle called the meeting to order at 1:05 p.m.

ROLL CALL:

Josh Ahrens	James Crooks	Cheryl Cruse	Teresa Doyle
Lorelei Hartzler	Tim Johnston	Liz Kohn	Ray Nicholas
Kevin O'Rorke	Shelly Presnell	Daniel Valdivia	

APPROVAL OF MINUTES:

None

COMMENTS:

DISCUSSION/ACTION:

1. Review and update/finalize by-laws

a. Membership

The Student Success Committee is a joint committee with Academic Senate. This committee's focus will be to serve three groups of students; new students, basic skills students, and students on probation. The difference between the Enrollment Management Committee and Student Success Committee is the Enrollment Management Committee is looking at every student in every program and the Student Success Committee's focus will be on the three groups of students. There may be a little overlap between the committees that are being look at so we will have to communicate.

Article I in the By-laws lists membership for the committee. Kevin opened the discussion to review and possibly change the committee membership list.

Discussion -

Kevin: What is listed currently is the framework for the Student Success group from last year. The librarian position has been added to the list. It was the request of the group to add a financial aid position on the committee. Our assessment coordinator is not listed. With the committee's approval we may adjust the membership to add Financial Aid.

Tim: Yes. An enrollment services position would greatly contribute to the committee.

Teresa: Why would we get rid of the assessment coordinator? Is it the availability of the individual?

Kevin: By adding Tim (Enrollment Services Representative) to the group, who oversees assessment, he will be able to speak on their behalf. Historically the assessment coordinator was part of the matriculation group was because that was a large part of matriculation with testing and placement. We can look at both of the committee positions.

Ray: We want to cover all the areas, but we do not want to make it so big we cannot fill all of the seats.

Kevin: Has the Enrollment Management Committee reviewed their bylaws yet?

Tim: Enrollment Services Committee had our first meeting and has reviewed our charge. The committee will look at all the students. The scope is broad focusing on each of the major elements; seeking the students, keeping the students, and completing the students. Each area has goals and tracking the students.

Kevin: Items in the Enrollment Management Committee can be shared in this committee. Another thing we can look at is that Student Success Committee will do an annual review of our bylaws where we need to make adjustments.

Ray: That wouldn't hurt. It will go through senate to make adjustments as well.

Kevin: Senate has already approved current membership list for the Student Success Committee, but not the new one. If we make any substantial changes senate will need to approve the changes.

Ray: So, reviewing the bylaws annually would not qualify as substantial changes.

Kevin: I wouldn't think so and I don't think Senate would have an issue with us replacing Assessment Coordinator with Enrollment Services Representative. If we started changing the faculty member positions we would definitely have to get Senate's approval. Should the committee have faculty representatives from each division? If so, should the faculty members be allowed to overlap?

Committee decided to have faculty members from the ACSS, BAIT, SPECS, and HSUP divisions. The four division positions should not overlap in other positions on the committee. The SLAM division will not be included since there will be three other SLAM representatives holding other positions on the committee. All 17 members will be voting (list attached)

Kevin: We will need to recruit more members to the committee. We will need a HSUP representative.

b. Quorum

Committee agreed to keep a quorum defined as nine (9) voting members. A simple majority vote of members present.

c. Meetings

Meetings will be held once a month. Meeting section will be moved down to the duties and responsibilities (Article IV)

d. Terms of Membership

Current committee member will stagger their term since this is the first year. Once a rotation is established among current committee members the term of membership will remain as one (1) academic year.

e. Other

Committee agreed to add an annual review of the bylaws to the end of the bylaws.

James motions to approve the bylaws with the changes submitted. Ray seconds. Motion passed unanimously.

2. Outlook for the year (Kevin and Teresa)

Teresa stated that the outlook for the year goes with the foundation skills update.

3. Foundation Skills Update (Teresa)

Teresa stated that every year Shasta College needs to provide a report of accountability to the Chancellor's Office for the \$90,000 basic skills/ESL fund and initiative. The report has become more data driven. This year the Chancellor's Office is requiring Shasta College to disaggregate data. The RP Group, which assists all California Community Colleges with research and data projects; 3CSN, the "CCC Support Network: which is the professional development arm of the Basic Skills Initiative; and the Chancellor's Office have developed a research tool called the Basic Skills Cohort Tracker Tool. The data in this tool comes from each college's own self-reported MIS data.

Every community college is required to have a score card on their homepage. Scorecards will have demographics, success rates, and more. Shasta College has a scorecard on the bottom left side of the homepage. Currently the English data is showing N/A. This error might have to do with coding.

Every year the \$90,000 received from the Chancellor's Office is given to Shasta College to do innovations and interventions with basic skills which fall in line with the annual ESL/Basic Skills Action Plan.

The report turned into the Chancellor's Office needs to compare success rates using two cohorts. Shasta College is comparing 2010-2012 and 2008-2010. The first page of the report breaks down Math, English, and ESL for 2008-2010. Since the English section of the report is not complete the committee will leave out the section for the purpose of this meeting.

ESL – The reporting includes success rates as well as sample size. Shasta College's transfer level ESL class is English 1A. Shasta College offers two (2) levels and three (3) levels below transfer level. The data states that one (1) student entered into a class three (3) levels below transfer level and completed the class successfully making the success rate 100%. Due to the low number size our success rate can change drastically. The data is posted on the Shasta College score card even if the sample size is low. Every student that starts an ESL class is given six (6) years to

complete a transfer level course. The current success rate for Shasta College is 9.1%. The ESL column does not include the noncredit classes taken by students.

MATH – Students have the option to take a self-placing assessment. The success rates decreased from 67.7% in 2008 to 63.5% in 2010 for students entering four (4) levels below transfer level. The success rate increased from 73.1% in 2008 to 79.2% in 2010 for students entering three (3) levels below transfer level. The success rate decreased from 64.2% in 2008 to 62.2% in 2010 for students entering two (2) levels below transfer level. Shasta College's success rates have dropped in two out of three areas.

Shasta College went through a recoding process in 2009 and math 102 became one (1) level below transfer which is the reason there is no data in 2008. Math 102 is degree applicable; however, it will not transfer into universities. The Chancellor's Office has marked Math 102 one (1) level below transfer.

Gender: Women tend to place themselves in lower level Math classes. Men fail more frequently than woman do in all areas. Research shows that the lower level students start in math the less chance the student has to complete a transfer level. To improve rates Shasta College can focus on women ages 25-49 by helping them in assessment.

Shasta College would like to have the Math Academy by next summer. Students will take the assessment test at the beginning of the academy. Then go through four days of intervention with math instructors and tutors at the end of the four days the students would take the assessment test again. The goal is placing students at least one grade level higher than the first assessment test taken. This will increase the chance of students reaching a transfer level math course.

Research shows there has been a 10%-15% increase in success rates in math students that are required to see a tutor.

In almost every area the success rates have dropped. The Chancellor's Office will not take the \$90,000; however, Shasta College does need to show innovations to improve like the Math Academy.

Teresa and Liz are working with Anderson Union High School who has gotten the California CAP Grant. One idea is to have students from Anderson Union High School come to Shasta College next summer to join the math academy to see how well the system works. High schools are working on ways to better prepare students for college math classes. Most students 25 years or older entering Shasta College have not taken a math class in ten (years) or more.

Through put rate: In 2008 one (1) out of 166 students has started four (4) levels below a transfer level and then completed a transfer level course in math. In 2010 one (1) out of 192 students started four (4) levels below a transfer level and then completed a transfer level course in math. This means Shasta College is servicing more students, but fewer students are completing transfer level courses. In 2010 9.4% of students started two (2) levels below transfer level completed a transfer level math class by 2012. 25.5% of students who started in a class one (1) level below transfer level completed a transfer level math class starting in a class by 2012.

All data used for this report is generated by all community colleges using MIS data. The success rates for students receiving grant money are greater than students that pay for themselves. The data does not address if a student is full-time or part-time.

One area to look at over the year is how many students have the goal of completing a transfer level course. Students could complete a survey.

Shasta College's long-term goal -

Shasta College has goals of a 2% increase and a 5% increase. Shasta College needs to implement a strategy to increase student success rates. General fund money will need to be spent to accomplish the goals in addition to the \$90,000 the Chancellor's Office gives us.

Foundational Skills PLO: 100 and 200 level English and Math teachers, 100 level ESL faculty and STU faculty are all giving students information about the 25 areas of student support students should take advantage of. A pretest will be given to students about the different support for students such as; where to get food, find textbooks, etc. After faculty members educate students a posttest will be taken by the students to measure self-efficacy.

Activities -

Over the summer Shasta College has implemented a student athletic success program including measurable outcomes. This program will start in January 2014. Students that are new or transferring athletes are automatically in the program. Students are required to attend at least three (3) hours of tutoring unless a GPA of 3.0 is maintained.

The goal of the Math Academy is to increase the initial math placement level by at least one level in 25% of students that participate.

The Chancellor's Office has stated that Proactive Counseling has been proven to increase student success rates. The idea of Proactive Counseling is to identify students as they enter Shasta College, meet them at their developmental level, and help them get to their goals. Counselors will work with individual students as they come in and all the way through until they leave. Historically students meet with multiple counselors with multiple education plans. Students that test into basic skills class will attend an orientation designed for basic skills students. Counselors could work with faculty members using class time to teach students tools to use to be successful.

4. Student Success Update (Tim)

Tim will address at the next meeting.

ADJOURNMENT: 2:10 p.m.

NEXT MEETING: Thursday, October 24, 2013 3:30p.m. – 5:00p.m.