Shasta College

Student Success Committee
Minutes
October 27, 2016
3:30 – 5:00pm
2314 Conference Room

CALL TO ORDER - Teresa called the meeting to order at 3:35.

ROLL CALL

X	Dan Bryant	X	Tim Johnston	X	Shelly Presnell
X	James Crooks	X	Jason Kelly	X	Student Rep- Alyssa Buendia
X	Cheryl Cruse		Irma Leal-Cervantes		Susan Sawyer
X	Teresa Doyle		Kate Mahar		
	IT-Rep-James Crandall	X	Lyndia McBroome		
	Lorelei Hartzler		Jennifer McCandless		

Guests		
Joanne Tippin	Jenna Barry-Highfield	Toni Duquette
Sharon Brisolara		

APPROVAL OF MINUTES - Due to time constraints, review and approval of the minutes from the two previous months' meetings was tabled until the next meeting.

DISCUSSION/ACTION – The committee participated in a presentation via webcast from Ashley, an account representative from Portfolium. Portfolium is a turn-key online platform that allows students to create a digital collection of their projects, work samples, academic achievements and proven skills that are not easily captured on a bullet point on a resume. Students have access to Portfolium for free, for life, with no storage limits, allowing students to utilize the platform from college throughout their careers.

Portfolium is currently partnered with the UC and CSU systems and both have expressed the need for the CCC system to also utilize Portfolium. Due to their desire, Portfolium is being offered free by the Foundation for California Community Colleges who has already vetted the platform.

Ashley demonstrated the administrator dashboard where administrators can gather tangible evidence of student success on campus as well as allowing them to track their success after college via customized reporting created specifically for our campus by the Portfolium staff. On campus career centers are also able to use this dashboard to pull up students' profiles before they come in for appointments to help foster productive conversations about careers and transferring.

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She then demonstrated an actual student's profile which feature clickable credentials, where a viewer is able to click on particular skills and competencies and be linked to actual tangible proof of those achievements. Students can link to their profile when applying for jobs, scholarships etc. and can also export their profile to a customizable, visually appealing PDF.

Portfolium can be launched in 24 hours or less by contacting Ashley to get access to Shasta College's administrative dashboard, and upload a list of our currently enrolled students so that individual profiles can be created for each of them.

The presentation ended at 3:58. Any further questions about Portfolium should be directed to Joanne.

Discussion of Portfolium and further recommendations was tabled as Jenna Barry-Highfield and Toni Duquette arrived to present the MMAP Study.

Tim welcomed Jenna, who gave a brief overview of the Multiple Measures Assessment Project (MMAP). Multiple Measures for placement into college courses are the use of informational sources examining a variety of student characteristics in addition to assessment tests to place students into college courses, providing a more comprehensive view of the student. Placement tests have been found to significantly under-place students, who are then more likely to drop out or not complete their course of study. MMAP is a collaborative effort led by the RP Group and Educational Results Partnerships' Cal-PASS Plus system, with support from the CCCCO to develop a valid system CCCs can use to accurately place students into courses. Shasta College conducted a pilot study, beginning in Spring 2015, creating a "Multiple Measures Cohort Group" which was comprised of 471 students. The comparison groups were "traditionally assessed" (students primarily assessed with placement tests), and "all others" (students not in the multiple measures cohort group and not identified as primarily placed by placement tests). The results showed that students in the Multiple Measures Cohort (MMC) were significantly more likely to be placed in transfer level English courses. Although students assessed with multiple measures were not *more* successful than other students, they were not *less* successful, even though they were placed higher. The overall success rate was 65% for English classes. The MMC was significantly more likely to be retained in English courses than traditionally assessed group. The Math Placement was broken into 4 methods of placement: "High School Transcript," "Self-Report," "Placement Test," and "All Other Methods." 33% of students were placed into transfer level math courses. Students in the MMC were significantly more likely to be placed in transfer level math courses than others. For self-report math students, 97% enrolled in below transfer level courses. Students from the MMC group were significantly more likely to enroll in transfer level courses than students from the traditionally assessed and all other groups. The results showed that students in the MMC group were less successful in transfer and below transfer level math courses than both the traditionally assessed group and all other groups. Teresa pointed out that the success rate was 47% for those students placed in a transfer level course via MM. Compared to Shasta's data that shows a 25% chance of a student successfully getting through Math 102 and a subsequent transfer level course in math, the success rate for MM placement in math was 22 points higher than our historical data. The conclusions showed that MMP through the use of high school transcripts appeared to successfully place students into English courses. More students were placed into transfer level math courses through the use of MM, but these students were less successful than their counterparts. The math study will be repeated at a later date, in order to validate the results. Some recommendations and next steps include collaborating with focus groups to examine current placement procedures, identifying common definitions for math placement terminology, and developing protocols/methods to ensure the use of common definitions and procedures for all course placements.

The presentation ended at 5:01.

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Teresa asked the committee to consider any recommendations to be made to the Academic Senate concerning both Portfolium and the MMAP Study.

Due to time restraints the three remaining agenda items were tabled until the next meeting.

Teresa announced Tim as the new administrative co-chair of the Student Success Committee.

ADJOURNMENT

Teresa adjourned the meeting at 5:05 p.m.

Respectfully Submitted,

Taylor Mobley
Recorder

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