



STUDENT SUCCESS COMMITTEE MEETING MINUTES

Friday, October 28, 2011

8:45 to 10:45 am LRC-144

Committee Members Present: Miya Squires, Monica Brown, Baba Adam, Jay Goldberg, Kelly Fredericks, Teresa Ward, April Hennessy, Eric Hoiland, Leslie Henson, Camille Hoffman, Les Jauron, Angela Kraemer, Laurie Kincheloe, Kenneth Bearden, Jo Anne Cripe, Rob Holt, Cheryl Battles, Sherrie Alexander, Carrie Roberson, Kathi Rogahn, Angie Johnson, and Tina Hansen, Susan Carey.

Committee Members Absent: Steve Hammond, Nancy Jensen, Samia Yaqub, Stacey Bartlett, Brad Zuniga, Linda Zorn, Molly Emmons, Kelly Fredericks, Morgan Brynman, Suzanne Gripenstraw, and Nena Anguiano.

Guests in Attendance: Mark Mavis, Mathematics Chair

BREAKFAST AND PRESENTATIONS:

INTRODUCTIONS: Miya called the meeting to order starting with a brief presentation of a new technology tool for students. The Student Technology Support Task Force, (with Nancy Jensen as Chair), under the prevue of the Technology Council, is to setting up an online tool for student ideas, issues, questions, comments, etc. related to technology. It is up and running, but somewhat hidden in the web site for now, so that it can be worked on and perfected but without the students actually using it yet. The tool is from the "Get Satisfaction" vendor. The goal is to place this tool on the first page of the MyBC student interface so that it will be right there for the students when they log in.

Additionally, Miya has worked with Aaron Stafford to learn how to set up and use a "Wiki" in MyBC. She is setting creating this first one to support sharing of strategies in support of the *Seven Principles for Effective Practice in Undergraduate Education*. She has had help from Stacey Bartlett, (who based this year's Chairs and Coordinators Retreat around this theme), and from Donna Weaver, (who held a department meeting around the subject), both of whom provided a wealth of information, all directly from BC faculty. There will be subjects you can just click on, add feedback, questions, comments, etc. It could be a real help to faculty and staff alike, could start ongoing conversations, and will provide a general open forum for all who desire to utilize it.

SITE VISIT TO DALLAS COMMUNITY COLLEGE, (Dallas, TX): Angela Kraemer visited Dallas Community College District where they have successfully linked their electronic Early Alert (aka Retention Alert) to their Mentoring program. There are seven community colleges in the district and this program is used in all of them without exception; the colleges have the ability to adopt variations and define their own specific needs based upon the student population and various demographics. The purpose for her visit was to learn as much as possible about linking those two aspects together with the hope that something similar could provide Butte College with an easily institutionalized, low cost way to integrate or

attach our Mentoring program to another grant-funded activity (such as Early Alert). After the 3rd week of the semester but before the 8th week a notification of an “at risk” student is generated to a “Success Coach” (mentor). Datatel Colleague assigns -- or opens -- a case; at that point a Success Coach is to contact the student within 48 hours. If there is no response from the student after three unsuccessful attempts at contact, then Datatel will close the case. This may possibly be a good way to keep our Mentoring Program alive after the Title III grant has run its 5-year course. If anyone is interested in the information that Angela collected or any of the data made available to her during her site visit, please contact her.

ACCELERATED COMMUNITY of PRACTICE (funded by 3CSN and BSI): Leslie Henson reported the series of trainings that she, Nicole LaGrave, Lisa Kekaha and Angela Kraemer have been regularly attending, as Butte College is implementing accelerated writing classes. Leslie introduced Accelerated Curriculum and Pedagogy, a paper written by Katie Hern, that addresses some of the issues we see in students, (emotional, life-based, etc.), and how to effectively deal with some of these issues by integrating a variety of practices into our own curriculum. Research is being conducted by those who are implementing the accelerated classes, regarding scaling the acceleration appropriately. Additionally, Clevon Smith, from 3CSN, visited the college recently and spoke to people in CAS, as well as Miya, Jo Anne, and LEAD/English faculty. He was particularly complimentary of our campus, saying Butte has the most positive cross-department, cross-campus culture that he has ever seen.

The accelerated classes that Leslie and Nicole are teaching are going well; however, we won't know how well until the end of the semester. They have both concluded that some training will be a requirement for those who will be instructing this type of class in order to change the focus from a *product-based* curriculum to a more *critical thinking-based* class environment. Miya asked what type of data is being collected for the accelerated classes, and learned that Leslie and Nicole have conducted a number of surveys, a validation survey (out of Eric's office), and some comparative surveys (before the classes began), they will do them again at the end of the semester to make the comparisons. Data collection will also be conducted for the LEAD English Assessment Project, where the students did an in-class essay; the students will be revising it later in the semester to see what progress is actually being made in comparison to the students coming out of English 119 and English 219. Leslie's team is hoping to start doing four English 118 classes in the fall, but there are logistic issues with room space and lab times, etc. that will have to be ironed out. Additionally, she is looking at an Acceleration Mainstreaming model, which ideally would fast-track students from English 119 with a guaranteed spot in English 2 to complete them both in one semester.

On January 11th the LEAD and English Departments will be having a 6-hour Professional Development event (worth .5-unit for professional advancement if approved by LTPA), which will focus on moving away from formulaic approaches to writing and reading, and trying to move toward developing a more critical thinking approach to both subjects.

Laurie Kincheloe added that she and Juliet Hauser are working on implementing a Math Acceleration program, where they will integrate Intermediate Algebra and Statistics in the same semester. There are some road blocks, however, and other community colleges are looking for ways to work around the state requirements. Our math department is skeptical about the “work arounds” and is not looking in this direction for their accelerated program.

Mark Mavis spoke about an idea for a “Math Jam” for a cohort of students, (approximately 20 or so), here on campus who all want to be teachers. A large percentage of this group of students, (potential teachers), have assessed “all over the place” in math, so the Math Department is contemplating a “Math Boot Camp” or “Math Jam” to be held during the Winter Session. This year, of course, there is no Winter Session, so the boot camp would carry no unit credit and will be somewhat “under the radar.” The purpose is to refresh and prepare these students to successfully complete their Math obligation and to be a “just-in-time remediation” so they can move forward with a little more confidence.

GROUP ACTIVITY: Les Jauron introduced the group activity which centered around the massive and extraordinary data collection efforts regarding Student Momentum. He prefaced his presentation with the promise that it would not be “**Death by Data.**” The idea is to try to build an information infrastructure around various ways to gather and put together meaningful data that most of us are already doing in one way or another anyway. One of the most important things that the numbers can do for us as we analyze them, is to show us where to focus our attention and efforts. As a reminder, this Power Point document is on the Portal: (click on) Faculty and Staff Services; (click on) Report Server; (click on) Institutional Research; (click on) Momentum Report.

The board has requested that Les produce a “Leading Indicators” report, which will hopefully allow us to intervene sooner rather than later, so students have a better chance of successful course completion. The report he passed out to the committee members, (Momentum Report, can be accessed via the Report Server), is based on first time students’ behaviors rather than their goals. It is looking at a variety of momentum points: if students assessed into developmental courses, did they successfully enroll in those courses and their success rates and outcomes if they completed them; success rates as they moved forward; whether they successfully completed a FYE course; persistence rates; pre-transfer work completed; transfer work completed; what kind of outcomes were realized in transfer. Another part of the picture is at what point do the students concentrate, (meaning excess units in a particular subject) – at what point in the continuum is that occurring? Les also informed everyone that this information is available in a number of formats, and can be queried by age, ethnicity, concentration, etc. Les suggested that prior to reading a report, one should familiarize oneself with the verbiage by going to the Data Dictionary – know your terms and definitions.

Twice during the Momentum presentation, the committee broke into three groups. Each group discussed a question, posed by Les based on the Momentum Report, and wrote suggestions or possible solutions. Reports to the larger group were captured in a word document, which is attached to this document as additional pages (See below. The Momentum Points Pt1 Discussion document can also be accessed from our Student Success Projects team site.)

Our next meeting will be on November 18th and will be a catered breakfast!



Student Success Committee Discussion: Momentum Points

Activity One

Group 1

What can the college do to improve the percentage of students who complete pre-transfer Mathematics?

Making sure they see a counselor once assessed into a lower-level class so they understand the sequence, process, why it's important

Help them make connections early on about how important it is for them to take their math early on.

Make sure they enroll in FYE classes

Make sure they enroll in a math class during their first year, instead of putting it off

Supplemental Instruction for lower-level math classes

Students may be intimidated about CAS and free tutoring. Market this with faculty so more students get tutoring

Emphasize meeting with counselor or meeting with instructor. Sometimes they've assessed into a higher level class than their ready for.

Group 2

What can the college do to increase the percentage of students who assess into pre-transfer Mathematics to start in the first semester and first year?

Math class within first year

Considerations: number of sections available

If they don't take math in 1st year, reassess

Market the reality of math in orientation, indicate how long it could take. Panel of students to share their experiences

Student Ed Plan, focus on early math, how many semester

Help students overcome math anxiety

High school counselors – education on the college connection & math

Group 3

Less than half of the students who are assessed into developmental English complete it but almost 75% of those who complete developmental English do it in the first year. Given this, what can the college do to increase the percentage of developmental English completers?

Problems of students who are assessed low have a long process to completion

Acceleration

Have two depts. have a better understanding of what the skills are across the strand.

These students who come in and assess low, enroll in classes they are unprepared for, fail the higher level classes and may drop out. What should they really be enrolling in? What opportunities should we be providing for our basic skills students so they will be successful?

There are scheduling implications to encouraging students to take math early. We will need to provide more sections. What else gets cut to make room for this?

After the 1st year, have a week of CAS workshops to “brush up” on the class you took previously, for those who have had a gap since last math/English class. Series of individual skills over a whole week.

Assessment prep would be helpful. More connection/warning for HS students so they know the importance/potential impact of assessment.

More mentors

Activity Two

Group 1

Why is the progression through the second course in each sequence so much lower than the first? What can the college do to improve the number of students who move from the first course to the second in each progression?

Typically students who place lower in the sequence, when offered instruction in 16 weeks, a lot of them don't dramatically improve. It's too short a period of time. They naturally struggle in the next course in the sequence because they didn't master the skills

The students who are placing lower have other deficiency areas. That plays into them not moving on. They're exiting . . . or there are other skills necessary for them to succeed in progressively difficult course.

Part two: a combination, can you do some sort of diagnostic testing to better understand their strengths and weaknesses? Perhaps more targeted approaches to get them specific skills they're lacking. Then the acceleration models come into play, two levels below transfer.

Bear in mind the problems/challenges with the students beyond academic skills. Those most attracted to acceleration may come with more time challenges to begin with.

Group 2

In English the outcomes of English 119 and English 2 are somewhat similar as are those between English 217/277 and English 219. Why do you think this is the case and what are the implications?

Blame it all on math. ☺

Discussion of differences in progression in English vs. math, perception that English is more relevant

Math assessment is more objective.

Metaphor for math = discrete, concrete blocks that build. English is a spiral . . . skills revisited at all levels.

Group 3

Why do less than half of the students who complete English 2 become transfer directed (complete transfer Math)? What can the college do to improve the percentage of English 2 completers who become transfer directed?

We want to take out of the equation the students who do not want to transfer. This is a less bleak situation

We know that a lot of things we do work well (SI), we think the planned things will work well, but we need to market to students who will benefit. "Target" them.

We know that math is a much harder hurdle for students to get over than English.