

Description of Selected Student Success Projects  
July 2009

**Applied Academics:** A cross-disciplinary team, led by Automotive instructor Rob Holt, is developing a learning community-type program wherein students in career and technical programs (e.g., Automotive, Welding, Building Inspection Technology) are given additional support to develop necessary skills in mathematics, reading, and writing. Applied instruction, using examples from technical fields, will be provided by content-area instructors, followed by hands-on application in the students' specific lab.

**Bilingual Career Pathways:** This program was originally developed to meet the employment requirements of Head Start programs, which require a certificate in Early Childhood Education (ECE). Under the guidance of Vocational ESL instructor Jay Goldberg, a series of courses taught by a bilingual instructor was offered to a cohort of Spanish-speaking students, the majority of whom successfully completed the necessary ECE units and went on to jobs in the community. Many of the students opted to continue their ESL education at Butte College. A new program providing Heavy Equipment training specifically for Hmong-speaking students is under development.

**General Alignment and Collaboration in Support of Student Success:** This overall goal of the Student Success Committee supports ongoing collaborative work between instructional and student services programs, alignment of basic skills-to-transfer level English courses, and transparency of basic skills courses for students in terms of course naming, assessment results, etc.

**Learning Communities:** Faculty are paired or teamed up, under the leadership of English instructor Molly Emmons, to provide linked courses that support student cohorts. Initially developed under the Basic Skills Initiative, some links are between reading and writing courses and transfer-level content area courses (e.g., psychology, communication studies, anthropology). A three-way link, piloted in Spring 2009, led a cohort of students through a College and Life Success course (CSL 20) along with reading and writing courses. Faculty work together outside of class to link assignments and adapt courses to best blend content and skills development.

**On Course as a Foundation for Student Success:** Recognizing the potential of the *On Course* program, developed by Dr. Skip Downing as a way to address student success in college and in life (<http://www.oncourseworkshop.com/>), it has become a priority of the Student Success Committee to offer ongoing training and support of this program campus-wide. Applicable to all disciplines and services, the On Course program on campus is coordinated by Learning Resource Specialist Dr. Cara Gubbins. Trainings are offered at all levels: as Critical Skills Workshops for students, in tutor training, for staff and management groups, and for faculty campus-wide. A one-unit On Course class will soon be available and linked to skills-building and content courses in learning communities.

**Pathways to Success:** This multi-faceted program is currently in the planning stages. When implemented, it will involve the following:

1. Meet-them-at-the-door Peer Support: Student workers from campus offices (e.g., learning center, counseling, orientation) will be trained to provide support for incoming students who assess into two or more basic skills courses. The identified cohort of students will receive phone calls prior to the start of classes (bilingual support will be provided), to ensure that they know where they need to be. Guidance will be offered once they arrive on campus, bus schedule information will be provided, as well as parking advice. Peer mentors

- will meet students as they arrive on campus, guiding them to classrooms, student support services, etc.
2. Passport to Success: a passport-type handbook will be provided to each student in the cohort when they arrive for assessment, counseling, or class. This passport will guide students through appropriate services to ensure that they are making use of available resources (e.g., Financial Aid, Counseling, Student Health Center). Each service provider will stamp the booklet when the student has accessed the service for the first time.
  3. Mentorships: Following up with the initial peer mentorship, student workers, as well as campus staff and faculty, will be paired with incoming students who have been identified as high-risk (assessing into two or more basic skills courses). Training and case management will support successful mentoring relationships throughout the students' time at Butte.

**Supplemental Instruction (SI):** Using the internationally-implemented program developed at the University of Missouri Kansas City (<http://web2.umkc.edu/cad/SI/>), SI is a peer-supported learning assistance program in which a student who has successfully completed a course is hired and trained to be an SI Leader to support student learning in that course. Under the supervision of Learning Resource Specialist April Hennessy, SI Leaders attend class regularly, acting as model students, then schedule and lead study sessions outside of class to support students' development of successful study habits and interdependence. SI has been shown to support student success in historically challenging courses and is also being incorporated into some basic skills courses and learning communities.

**Additional information will be posted soon on the following projects:**

- Electronic Case Management**
- Electronic Degree Audit**
- First Year Experience**
- Mathematics Skills-Building Computer Lab**
- Native American Early College High School**
- Online Student Portal**
- Sustainability Links with Basic Skills Courses**
- UC Transfer Club**