agenda

Student Success Committee
4/17/2014
2:30pm to 3:50pm
Library CRC

Meeting called by: Mayra Padilla

2:30-2:35pm	**Call to Order**	
2:35-2:40pm	**Approve Agenda and Minutes**	
2:40-3:00pm	**Institutional Standards of Student Success**	Update NSAS - Student Success Doc
	Integration Committee Work **Develop a Procedure for the Approval of** **College Plans for Accreditation**	Relationship to our task of developing institutional standards of student success Next steps
3:00-3:10pm	**Tutoring Advisory Committee**	Should we adopt the TAC as an Ad Hoc Committee? Take a Vote
3:10-3:20pm	**Relationship to Basic Skills Committee**	Need for increased collaboration Decide what action to take
3:20-3:40pm	**SLOs and AUOs for Student Success Committee**	Discuss our goals for the year Finalize at our next meeting
3:40-3:50pm	**Announcements & Closing thoughts** **Next meeting May 15, 2014 2:30pm to 4pm**	

minutes

from Student Success Committee
2/20/2014
2:30pm to 4pm
AA216

PRESENT: Jason Berner, Karl Debro, Carolyn Hodge, Joel Nickelson-Shanks, Mayra Padilla (Chair), Rick Ramos, Gabriela Segade, Luanna Waters

ABSENT: Luci Castruita, Ysrael Condori, and Ken Reynolds

(ANNOUNCEMENT) Rick Ramos reported that CCC has an opportunity to be a part of a grant designed to law-school pathways. The applications are due 3/3. This would be a 2+2+3 program. Law schools are particularly looking to recruit candidates of color. Rick is revamping some of the ADJUS curriculum in hopes of securing this grant.

(ANNOUNCEMENT) Mayra Padilla will be posting a calendar of STEM workshops. All are welcome.

(ANNOUNCEMENT) There is a new grants committee (a subcommittee of budget). Grants committee needs to sign off on all grant proposals (this is on top of any external grant requirements.

(ANNOUNCEMENT) Luanna Waters reported that the Associated Students Union is organizing the March in March for 3/3/14.

Karl Debro moved that the agenda be approved. Subsequently, it was decided to combine items three through five into a broader discussion.

Mayra reported on the most recent College Council meeting. At the meeting, it was made clear that The Student Success Committee's (SSC) previous understanding of our mission was too broad. Our task has been narrowed. For now, we need to prepare something for the accreditation self-study (due by 2/28) about what CCC has done towards creating measurements of student success. Bear in mind: Whatever is put into this document will guide what the college does. We need to come up with the institutional standards for student success. Mayra has already begun informal discussions about what people think the standards should be.

This statement will go under Standard IB in the accreditation report. Gabriela Segade mentioned that Standard IIA also has a section relating to these measurements.

The general questions to be answered: What are the college's standards of achievement? What did the college do to arrive at these standards? Are the standards reasonable? How do we use data to make improvements in these measurements? Programs will need to address problems revealed by the data.

Ultimately, we are asking the institution to review its practices to ensure that these are in line with our measurements of student success.

Karl and Mayra had examined the Student Success Scorecard and broken the measures out into a list that included such things as retention, success, persistence. They had also added measures like dean's list, honors, etc. Other possible measurements include income….

Rick expressed concern that there were too many issues to be decided in one meeting.

Gabriela pointed out that the college has already been actively involved in activities designed to improve student success (e.g., installing the SSC as a subcommittee of College Council; ESL Department's research study done through the Basic Skills Initiative; "flipped" classrooms). She also reminded us that it is not sufficient simply to come up with the measures; we must also ask WHY things happen.

Karl pointed out that data has limitations. Accreditation brings with it a mandate to show that the college is "doing something," but we need to make sure that what we are doing is legitimate—is likely to impact/DOES impact student success.

Mayra suggested that one important concept is to move from a "student-deficit" model to an "institutional deficit" model; i.e., not "What's wrong with the student," but "Why are we not being successful with this student?" How successful WE are vs. how successful THEY are. Devising the standards is less important than how people are engaged in meeting the standards.

Rick stated that we need to take responsibility for the teaching, not on "changing the student." He also pointed out that it will be important to work with our feeder schools and to constantly use data.

Mayra pointed out something interesting in the data: CTE success rates are higher than the college as a whole. More significantly, though, is that the "achievement gap" disappears in CTE programs. Potential area for investigation.

Jason Berner mentioned a (very) informal survey he conducted at his division meeting: Assuming that the broad student success measurements are retention, success (i.e., passing), and persistence, faculty were asked to write VERY BRIEF (one sentence) responses to three questions:

1. RETENTION: Assuming that a student is "wavering" about whether or not to remain in a class, what is one thing that you think could convince a student to remain in a class?

2. SUCCESS: Aside from the "obvious" things (great teaching, studying), what is one thing that you think could help a student pass your class(es)?

3. PERSISTENCE: Assuming that a student is "wavering" about whether or not to come back to CCC after a semester is over, what is one think that you think could convince a student to re-enroll?

Potentially, a more formal survey along these lines could provide insight into what different constituencies think could impact success, which could provide ideas for action plans/interventions.

Mayra suggested that there are certain groups on campus that have a more direct influence on the student success measures than others: CTE, Basic Skills, Gateway, English, Math, ESL). If we work with these groups to develop interventions, it could have a disproportionate impact on success.

Gabriela suggested that, in terms of the categories of success measurements, we should start with departments/start with course-level interventions. Gabriela reported that Wayne Organ had stated that student success will need to be addressed in program review.

Karl reported on the Center for Urban Education—work with organizations to engage people in discussions about equity, disaggregating data, identifying areas in which to intervene. What is most critical, when considering interventions: Don't jump to solutions.

When considering our measures of student success, we need to think about things from a student perspective. Persistence, for example, should not necessarily be an end in itself—we shouldn't just think about trying to get a student to come back for another semester; rather, consider what a student sees as the purpose in coming back for another semester. What, tangibly, are we offering students? How do the things we do align with student needs.

Luanna commented that "community" is a key idea for students—the idea that the college welcomes them. She reported often feeling unwelcome. Commented on poor customer service. She also mentioned that she wondered if the CTE success data could be broken out by field/topic. Also, how successful are CTE students after they graduate? Luanna commented that, as a student, she mostly notices things (signs, syllabi) about what she CAN'T do.

Mayra stated that we need to ask a well-developed question about why students come to CCC. We could align student success measurements with student goals.

We scheduled a follow-up meeting for Tuesday, February 25, 2:00-5:00 to work on the relevant portion of the accreditation report.

1. RETENTION: Assuming that a student is "wavering" about whether or not to remain in a class, what is one thing that you think could convince a student to remain in a class?

- Wavering Student:
  - Conversation about reasoning their concerns.
  - Emphasize the possibility of bringing up grades, future extra-credit opportunities
  - Encourage them to go to counseling.
- Remind in class: one-on-one conversation – Shows interest in the student.
- Talk with student, see what's wrong – identify resources to support student and help her access these.
- Students stay in class because they feel included, learning, and capable. Know the student by talking to them, find out their needs, and determine capabilities.
- I believe my role in addition to teaching is coaching. Offer strategies that could be helpful in whatever the struggles are.
- Reassurance that adequate academic and situational support (tutoring, open labs, the hub) as well as child care on campus. Also, honest feedback about their performance issues.
- The student should have the option to talk to another student who was in the same situation in a previous semester.
- Talk to student to understand what their issue is. Make sure they are aware of their options so they can make wise decisions.
- We can convince a student to remain in class with more one-on-one assistance with the classroom materials if it is the materials that she/he is having difficulty with.
- Talk to the student to identify why the student is wavering/ not doing well- offer solutions and insights.
- If student is doing poorly- offer to give them a means to get extra credit.
- Personal counseling by instructor.
- The student only has 3 chances- if they have the chance to succeed, they can make a "shorter" term commitment and possibly get through sooner. Outline tutoring availability and office hours.
- If we can offer to move a student into another section which maybe Hybrid, Online, or Late start classes they avoid the "W" and still can "catch up". I have actually done this with several students this term.
- Access to support services, including tutoring; advice on balancing different roles.
- It is better to try to learn the topic rather them give up and don't learn anything.
- Need to know they are wavering – of know this – ask them (very kindly /concerned) to meet one on one with you – encourage than – you can do this - what's going on – so – one-on-one conversation – but not judgmental so much as helpful.

2. SUCCESS: Aside from the "obvious" things (great teaching, studying), what is one thing that you think could help a student pass your class (es)?

- Rethinking how I structure my courses:
    - Going back to basics: how to take notes how to start writing essay, time management.
    - Clear expectations on my part.
- Success: Use college skills center with tutors especially for discipline I am teaching.
- Give them additional access to me so we can identify reasons student is not being successful.
- Encourage students to do their best.
- Why is the student in the class? If the motivation is not passing, why are they there?
- Willingness to ask questions about what they don't know (which can be encouraged in class).
- Clean standards (matrix)
- Help students connect with others in class for support. Make sure they are aware of tutoring resources.
- Comprehension support would increase student success in class (tutoring, workshop).
- Offer workshops instead of office hours and help students form study groups.
- Maybe if they were to work in groups with other students. Often helping other students helps students learn the material themselves.
- Be sure that the student has the text up front.
- Students feeling connected to other students in the course- forming study groups, form cohorts that move along together. I always encourage students to form groups.
- Asking students who failed the first test to write me a letter describing how they'll succeed.
- Dedicated tutors for all subject areas!! Not just Math and English! i.e. Social Sciences
- Possess a good attitude; read the assigned material at scheduled.
- Attendance and study every day to keep up with the homework.
- Preparing in advance – meeting ahead so as to be able to ask questions – seek one on one help – tutorials. So – faculty offering small group/ one on one tutorial in these the faculty must ask the students studies/ organized material.

3. PERSISTENCE: Assuming that a student is "wavering" about whether or not to come back to CCC after a semester is over, what is one thing that you think could convince a student to re-enroll?

- If they are concerned about cost or length of time they still have, I would recommend seeing a counselor, financial aid person.
- Persistence: Teacher interest, guidance to the next step, Ed plan.
- Get them connected to student leaders – have them hear from their peers about what makes CCC a great choice to stay with.
- That they felt included, encouraged and capable. Then encourage them to pursue that area.
- Set a goal. Every student should be required to do this not just those receiving financial aid.
- Quality counseling about the costs/ benefits of returning with regard to current commitments us future goals.
- Convincing them that they will have a good (quality) instructor for the courses they plan to take.
- Intervention counseling?
- Make sure Ed Plan is done. Encourage student to check in with counselor to make sure they are on track.
- Follow-up communication and continuing support bring students back to my class if they didn't pass the first time around.
- Talk to the student to understand the student's situation and offer advice.
- Required follow-up with student before end of the semester.
- In math, I encourage students to avoid taking a break- they run the risk of forgetting prerequisite material and suffer later.
- Talking about how great our teachers are < professors at UC whose first priority is research.
- Book grants/ scholarships twice a year (instead of only once).
- Caring faculty; caring administrators; caring classified staff.
- Do not stop studying here at CCC until you finished all classes to transfer to your four year college.
- Go over Ed plan with student – point out classes needed, make sure they know about the classes – when offered, etc. – I also tell students about the great instructors here.

Integration Committee Draft Outline of Planning Hierarchy

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