

Student Success Committee Minutes—February 20, 2014, 2:30 – 4:00 PM

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

(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 thing 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.