

Student Success Committee  
November 3, 2016  
2:30-4:00  
GE-110

**Present:** Jose Arebalo, Jason Berner, Karl Debro (Chair), Dennis Franco, Brandy Gibson, Evren Gurson, George Mills, Joel Nickelson-Shanks, Mayra Padilla, Ashley Patterson, MaryKate Rossi, Alex Walker-Griffin, Randy Watkins

The meeting was called to order at 2:33.

The October 6 minutes were approved.

The November 3 agenda was amended to add a discussion of a meeting date for January and approved.

Normally, the committee meets on the first Thursday of the month, but, since most people will not yet be back on the first Thursday in January, Karl Debro proposed that we add a meeting on Thursday, January 19<sup>th</sup>. This was approved.

Karl opened a discussion with a reminder about the SSC mission statement: We need to keep this in mind as we move forward with planning decisions. Karl also spoke about the need for collaboration with the community.

Student Success and Equity

Karl asked what “student success” means. Brandy Gibson spoke about moving students in the direction of completing courses and getting skills that are needed in our community.

Karl pointed out that there is certainly an academic aspect of student success but that we were also talking about other “pieces” in our current discussion. Karl shared a story of a student who needed a lot of help in her personal life, who required the services from Child Protective Services, etc.; the Gateway program helped her get the services she needed—services which definitely helped her—but she then ended up being removed from the Gateway program. Could this student actually be considered a “success”? Karl mentioned that students often come to college with a sort of “invisible backpack”—burdens that they don’t necessarily realize they have, but that are nonetheless weighing them down.

Mayra Padilla: Student success was about life outcomes, not just class options—having opportunities for housing, healthcare, etc.

Alex Walker-Griffin: Just having someone to talk to. It’s not always easy to transition into school. Students are often intimidated, unable to talk to professors. Stress ends up being reflected in grades. Student success is making sure students burdens are lifted. Students in high school often need to find out what they want to do, what their options are.

Jose Arebalo: How well we can help students achieve their long-term goals.

Randy Watkins: The expectation that students will jump in and succeed in two years is really hard.

Mayra: Even for upper-class students, the pressure is really hard. The expectations are extremely high. For many of these students, a four-year college degree is “irrelevant”: What matters is the graduate/professional degree these students will eventually earn. It’s a myth that students all know what they’re going to do. Rarely, do people end up working in the fields that our four-year college degree is in.

Karl: What do we look at to know if we’re helping students succeed? Karl showed the Student Success Scorecard. Dennis Franco provided some background on the scorecard. This was developed as a result of the Student Success and Support Act of 2012. The scorecard appears on community college homepages and provides data on certain success markers (e.g., course completion, success), broken down by demographics. The information on the scorecard is drawn from the college’s MIS data.

Karl pointed out that we have a mindset that students in our classes aren’t ready. The scorecard reflects that. The numbers show that a majority of students “aren’t college ready.” Is this a good success metric? Is this a metric worth focusing on?

Dennis pointed out that a lot of attention is paid to the “unprepared” students. At the same time, though, Randy Watkins pointed out that a lot of faculty approach classes as if they are university classes—that students should be able to do the work of typical college students.

Karl: What are the advantages and disadvantages of using a completion model of success.

Randy: Various programs—Strong Workforce, Adult Education, non-credit, CTE—use this metric. Colleges receive bonuses for moving students through the program.

Karl asked whether there were things that the Student Success Committee could move on.

Karl then asked about what “equity” means. The basic distinctions people make are between equity and equality. The theme of equality was big during the Civil Rights Movement. No Child Left Behind forced schools to look at data AND disaggregate that data. This was where the notion of the achievement gap first arose—those students who were members of historically marginalized groups were faring considerably worse than other students. The idea of equity was to distribute resources by first identifying needs and then distributing resources based on where those resources were most needed.

#### What’s already happening on campus

Brandy Gibson reported that she, Ashley Patterson and Kelly Ramos are all offering services on campus. A lot of the current student-services offerings are overlapping or duplicative. Brandy, Ashley, and Kelly are working together to streamline services and eliminate duplication. Ashley stated that collaborating with HSI-STEM and Campus-Wide Tutoring helps to get the word out to more students, exposing them to more resources. Mayra pointed out the need to make sure that student-service workshops are tied to what is happening in the classroom. Otherwise, workshops tend to be sparsely attended and faculty

don't really know what's going on (even when the workshops are on things that their students need). Faculty should design activities that students cannot opt out of.

Karl mentioned a program at LMC, Transfer Academy, which involved bringing student services into the classroom.

It was pointed out that reading skills are different in every discipline. We (faculty) can teach these skills if we choose to. Randy mentioned a speed-reading program (Readspeeder) that he would like to use to help students learn to speed read in his (and other) classes.

Mayra is working to organize all the Equity-related projects that are going on around campus:

- The Professional Development committee has agreed to add Teaching Men of Color to the required professional development for new faculty, and also to provide these faculty with information on all the resources available on campus. Brandy commented that TMOC is useful for those who get involved, but that those who get involved are not always the ones we need to be involved.

- Dreamers' Resource Guide.

- UnDOCUally

- Veterans' Resource Guide

- Foster Youth Resources

- Transfer Guide

- Book loans and daycare grants

- JFK Mental Health Program

- 21 faculty attended last year's TMOC workshop, and another round will be made available

- More than 95 faculty attended the Equity Conference in September

- Strength-based pedagogy, community responsive pedagogy

- Faculty have been given resources to develop office-hour interventions

- Departmental projects in math, English, and ESL

As part of the Basic Skills Transformation Grant, graduate students will begin working with English classes next semester.

Brandy reported on PLTL. The positive results of PLTL show the need for students to collaborate with one another—collaboration leads to increased success.

Karl reported that the AVID program will be sponsoring a program on group learning.

Karl asked students for their thoughts on what drives students to drop classes. Jose Arebalo said that some students dropped because they were attempting too many hard/complicated classes at the same time. Alex Walker-Griffin stated that it could be related to workload. Jose also said that students react differently to different teaching styles and that teachers don't necessarily respond well to criticism. Brandy said that some teachers are reluctant to change their strategies to adapt to student needs. Karl mentioned that even "ineffective" teachers want to be effective, and Randy mentioned that it was important to get this information to teachers. Dennis suggested these would be good potential topics for All College Day.

Dennis also mentioned the importance of nurturing behavior on the part of teachers: If students feel nurtured, they're more likely to stick with college.

Karl asked how we could share this information with faculty. One suggestion is to solicit more faculty involvement on the Student Success Committee. Overall, one point that is coming into focus is that a number of promising practices are happening at CCC, and maybe these just need to be shared more broadly. Student Services seems to be operating at capacity, so there is a need for more faculty involvement. How can we share examples of teachers who have a "student success mindset"? Randy mentioned that, as a faculty member, he's not even sure about what services are being offered on campus.

Dennis mentioned that, at DVC, they offer a Career and Transfer Readiness Program: a series of workshops (applications, financial aid, etc.) incorporated into Basic Skills English classes.

Meeting was adjourned at 4:00.

Next meeting: 12/1/16

--Submitted by Jason Berner