



Student Success & Support Council Meeting Minutes
 October 23, 2013
 MB350A
 12:30 – 2:30 PM

Charge of the Committee:

Through the integrated efforts of academic and student services, the Student Success and Support Council reviews and recommends strategies and initiatives designed to help students achieve success. The committee engages in research, analysis, and dialogue to guide implementation of initiatives to ensure college access and improve student success and equity.

Present: Heather Ostash, Paula Suarez, Julie Cornett, Sarah King, Lisa Darty, Pam Godfrey, Kathy Salisbury, Kristin Hanle, Laura Vasquez, Cliff Davis, Deanna Campbell, Steve Rogers, Christine Swiridoff, Corey Marvin, Caroline Sanderson, Felipe Payan

Absent: Lisa Stephens

Handouts: Agenda, draft minutes from Oct. 2nd meeting, Achieving the Dream KCCD Data Summit agenda for Nov. 18th, October 31st Data Conference agenda, Data Team Identified Elements, Data Trends, and Achieving the Dream Student Success Elements

TOPIC	FACILITATOR	SUMMARY/ FOLLOW-UP	O	C
1. Opening of Meeting	Heather Ostash	Meeting called to order at 12:30PM.		
2. Approval of Agenda	All	The agenda was reviewed and approved as presented.		
3. Approval of Minutes & Previous Action Items	All	<p>Draft minutes from the October 2nd meeting were presented and approved as submitted.</p> <p>Previous Action Items:</p> <ul style="list-style-type: none"> • Kathy Salisbury will add Felipe Payan to the Student Success & Support Council membership and Distribution lists. • Kathy Salisbury will make room reservations and send Outlook invitations to all Council members for future meeting dates. • Kathy will set up CCC Confer for each meeting in case someone is unable to attend in person. • Heather will revise the membership list and bring it back to the group for further discussion. 	X	X X X

TOPIC	FACILITATOR	SUMMARY/ FOLLOW-UP	O	C
<p>4. Achieving the Dream (ATD)</p> <ul style="list-style-type: none"> • Data follow up response from Lisa and Data Team • Nov. 2nd—Adjunct Professional Development • Nov. 18th—Agenda • Nov. 19th—Planning 	<p>Heather Ostash</p>	<p><i>Data follow up response from Lisa and the Data Team</i>—an email from the Data Team leader, regarding ATD Student Success Elements, was provided along with a copy of the Data Trends from Institutional Research. Council members devoted a good deal of time focused on reviewing and discussing the document’s content and identifying areas where we may want to drill deeper into the available data. The group was reminded that we are not limited to the five elements of ATD when it comes to data requests. Lisa Fitzgerald will be joining our SSSP meetings when she can to help facilitate the discussions regarding data needs/wants, along with working with the Data team.</p> <p>The email document from the Data Team leader specifically identified the following element changes and additional break-outs:</p> <p>Element #1/Developmental Instruction— <i>Elemental change:</i> requested more information regarding “entire sequence study”. Does this mean increasing the sequence to transfer level course to capture how they’re doing after developmental sequence?</p> <p><i>Additional break-outs:</i></p> <ul style="list-style-type: none"> ▪ Matriculation completion—requested Heather’s input on which components or all components. ▪ Success course completion—requested input from Heather: COUN C101, when? <p>Element #2/Gateway Course— <i>Elemental change:</i> may want to lengthen cohort time to 4 years</p> <p><i>Goal:</i> would like more information on how this goal is captured. Would be helpful to have a list of certificates that don’t require any gateway course</p> <p>Element #3/Course Completion—no request or suggestions</p> <p>Element #4/Persistence— <i>Elemental change:</i> suggested an additional data point of Spring of the 2nd year. Not sure if this would provide any new data. Will defer to the experts.</p> <p><i>Additional break-outs:</i></p> <ul style="list-style-type: none"> ▪ Matriculation completion—requested Heather’s input on which components or all components. 		

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Achieving the Dream (cont.)		<p>Element #5/Completion— <i>Elemental change:</i> suggested 4 years for full-time; six years for part-time</p> <p><i>Additional break-outs:</i></p> <ul style="list-style-type: none"> ▪ Matriculation completion—requested Heather’s input on which components or all components <p>During the discussion, suggestions for additional data were made:</p> <ul style="list-style-type: none"> ▪ Online and individual site breakouts of all data elements ▪ Success rates of full-time vs. part-time (6-8 units = half time; 9-11 units = ¾ time; 12 or more units = full time) ▪ Financial aid vs. non-financial aid ▪ Success rate of students who take COUN C101 vs. those who do not take the class ▪ Students’ goal and major data for Course Completion and Persistence ▪ Add an additional data point for Persistence (look at fall-to-spring, fall-to-fall, and then fall-to-spring to assist in identifying possible early intervention points) ▪ Success rate of full-time 12-unit students vs. full-time 15-unit students ▪ Completion/success rates of students receiving student services such as tutoring test services, ACCESS Program services, etc. ▪ Completion rates for online students vs. onsite students (If 60% or more of the student’s courses are online, the student would be considered online vs. onsite.) ▪ Number of students that take 10% online, 30% online, 50% online, etc.; to determine if there is a breaking point at which students perform better or worse ▪ Success rate of students who enroll in the tutoring class vs. those who do not <p>November 2nd/Adjunct Professional Development— The meeting is scheduled for Saturday, November 2nd from 9:00 am until 3:00 pm. The agenda for this meeting has not yet been finalized, but believe the AtD presentation will be done during the morning, and Heather would like as many of this group as possible to attend during that segment, especially those of you who are a part of the AtD Core or Data Teams. We will be sharing with the adjunct faculty the work that is happening and how we are moving forward on student success strategies. The adjunct faculty has not provided with the overview of AtD, so this presentation will be similar to what was done at FLEX, but focused more specifically on what is most relevant to the adjunct. Since this meeting is scheduled on a Saturday, adjuncts who attend will be paid \$180.00 for the day.</p>		

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Achieving the Dream (cont.)		<p>November 18th/Agenda—a tentative agenda for the Achieving the Dream KCCD Data Summit was provided. The Summit is scheduled for November 18th from 8:30 am – 2:45 pm at Porterville College. Staff from Cerro Coso will have to leave no later than 5:30 am in order to arrive by the start of the meeting.</p> <p>Although it is not on the agenda, we are supposed to have an initial discussion about conducting focus groups. The RP Group did a presentation on conducting student focus groups at the Strengthening Student Success Conference. Lisa Fitzgerald was going to contact them to try and get a suggestion of someone who is particularly good with focus groups. We tried to get John Nixon (our AtD Leadership Coach), but he is not available on that date. We should be getting an initial presentation at this training that will set the framework for conducting focus groups. In addition, Mike Carley is going to provide district-wide training on focus groups at each individual KCCD college so we don't have to travel.</p> <p>November 19th/Planning—will have a meeting at the IWV campus on Tuesday, November 19th, just to keep up the momentum from the discussions that were held during the AtD Convergence that was held here on October 8th and 9th and the November 18th Summit. This would not be an all-day meeting, just 2-3 hours. Department Chairs would also be invited to attend as well since they were a part of the original discussions. The group discussed possible times for scheduling it and identified 9:30 – 11:00 am as the best time. The Data team also needs to start developing a plan for conducting the student focus and faculty inquiry groups. This needs to be planned and scheduled in advance so can start having the focus groups before Winter Break or at least be ready to start immediately after the first of the year. We should all be trained for at least participating in, if not facilitating, the focus and inquiry groups. We will also need to talk about how to structure those groups. Regarding the faculty inquiry group, are they going to be departmental groups; cross-departmental groups; how are we going to conduct that inquiry, on what basis, and what data will be shared? For the students, what areas do we want to focus on to obtain feedback in terms of their experiences at the college?</p> <p>ACTION ITEMS:</p> <ul style="list-style-type: none"> • Kathy will reserve vehicles for the trip to Porterville College on November 18th. • Heather will send out additional information regarding traveling to Porterville on Nov. 18th. • Kathy will reserve a room for the November 19th meeting. • Heather will follow up with Rosa at District about having “Focus Group Training” on the November 18th meeting agenda. • The Data Team members will meet and discuss the structuring of the inquiry 		

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Achieving the Dream (cont.)		groups first and then the Team Leader will bring their recommendations back to this group.		
5. Student Success & Support Program <ul style="list-style-type: none"> • Matriculation Data 		<p>A Data Trend report provided by our Institutional Research staff was distributed and reviewed. Paula explained the need to find a way to matriculate more students, but pointed out that we don't have the staff to do it on a one-on-one basis. She further explained that as a result, Counseling has been offering group workshops on campus but that doesn't effectively reach the online students. In terms of online student matriculation, Cerro Coso is a leader in providing services, but is lacking in the process of funneling students through the complete process.</p> <p>Heather explained that we cannot block students from registering for courses as a way to get them to complete the entire matriculation process, but there are some things we can do to entice them, such as withholding priority registration status. We need to create a culture on campus in which all students know, understand, and recognize that they must complete the matriculation process. We must also make faculty aware of the importance of the matriculation process and solicit their buy-in so they can help direct the students toward that process. The group also discussed ways faculty could assist in reminding the students of the need to complete all steps of the matriculation process.</p> <p>The group discussed various ways to compel and remind the students to complete the entire matriculation process. Suggestions included:</p> <ul style="list-style-type: none"> • Have faculty include matriculation information within their course syllabi as a way for them to encourage their students to complete the matriculation process. • Have Distance Ed send out online matriculation reminders/notifications. • Student Services should try to educate faculty so they more fully understand why the matriculation process is so important and why it makes such a difference in student success rates. • Use CC Info to send important communications and timely reminders out to the students. • Send individual email messages about matriculating to all new students that complete an application to attend Cerro Coso. • Have the matriculation process embedded as an assignment in the COUN C101 or PDEV C101 classes. • Have a Counselor visit classrooms, early on in the semester, to present information regarding the importance of completing the entire matriculation process and how it will help them be more successful. 		

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		In reviewing the data reflected in the handout, a question was raised about how or whether students who are enrolled at one of the other colleges within KCCD would receive our matriculation information. This is a rather complicated situation that has yet to be resolved.		
6. Basic Skills <ul style="list-style-type: none"> • Scaling Supplemental Instruction 		<p>Laura Vasquez explained to the group that Best Practices show that Basic Skills students are most successful in classes that have supplemental instruction. She further explained that Basic Skills wants to scale up supplemental instruction, especially in Basic Skills classes, but also wants to scale it out to other classes on campus so that students can be more successful in those as well. Laura stated they are trying to figure out a date for an informational session for faculty members regarding supplemental instruction; possibly schedule two separate college-hour dates and faculty could come to whichever one they choose.</p> <p>If there is enough faculty interest at the sites, would then look at the possibility of having someone trained from each site, and they could conduct trainings at their respective sites as well. This topic will be discussed further on Monday during the Basic Skills meeting.</p>		
7. Other <ul style="list-style-type: none"> • Strategic Plan Measures – Thoyote • October 31st @ Bakersfield College • Committee Membership 		<ul style="list-style-type: none"> • <i>Strategic Plan Measures-Thoyote</i>—tabled for October 30st meeting. • <i>October 31st @ Bakersfield College</i>—an agenda for this Data conference was provided. Council members discussed the agenda, travel plans, and attempted to identify exactly who will be going. There will be two out-standing presenters at this meeting, Rob Johnstone and Patrick Perry. This should be a really good presentation and there will be break-out sessions in the afternoon. Arrangements are being made for the meeting to be streamed live for those who want to attend without traveling to Bakersfield. • <i>Committee Membership</i>—tabled for a future meeting. 		
8. Adjournment		The meeting was adjourned at 2:45 PM. The next meeting is scheduled for Thursday, Oct. 30, 2013.		

Open/ Closed

Title Heather Ostash
 Person in charge of meeting

Recorder Kathy Salisbury
 Person responsible for recording meeting