



Student Success & Support Council Meeting Minutes

March 11, 2015

LRC604

12:30 – 2:30 PM

MINUTES

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: Jennifer San Nicolas, Julie Cornett, Steve Rogers, Rebecca Pang, Christine Swiridoff, Sarah King, Lisa Darty, Pam Godfrey, Corey Marvin, Kathy Salisbury, Deanna Campbell, Gary Enns, Lisa Stephens

Absent: Heather Ostash, Caroline Sanderson, Kristiana Ogilvie, Kristin Hanle, Laura Vasquez, Lauren Patridge, Lisa Fitzgerald, Paula Caudill, Paula Suores, Scott Cameron, Sylvia Sotomayor

Guests: None

Materials: Agenda, draft minutes for February 11, 2014 meeting, ATD Conference Attendee Takeaways document, Enrollment Management Recommendations document, and Institutional Effectiveness: Framework of Indicators document

TOPIC	FACILITATOR	SUMMARY/ FOLLOW-UP	O	C
1) Opening of Meeting		Meeting called to order at 12:30 PM.		
2) Approval of Agenda		The agenda was approved as presented; no additional items added.		
3) Approval of Minutes and Review of Previous Action Items		Minutes from the February 11, 2014 meeting were reviewed and approved with the following corrections: 1) Correct spelling of Cameron Scott's name under the attendance record 2) Changed number of data inputs from four to three for Intervention #2; removed "Number of students who took the online assessment".		

TOPIC	FACILITATOR	SUMMARY/ FOLLOW-UP	O	C
		There were no Action Items to review from the February 11 th meeting.		
4) ATD Conference Report-out		<p>A typed handout containing feedback from everyone that attended the ATD Conference was provided by Julie Cornett. The handout contained input from Julie Cornett, Melanie Jeffrey, Steve Rogers, Lisa Stephens, and Pam Godfrey. The group spent time listening to additional information regarding the Conference that was reported out by the the following individuals:</p> <p>Julie—saw a film, <i>First Generations</i>, at the conference. During the ATD Team meeting last week, it was determined that this is something the team is strongly interested in showing here at Cerro Coso. The film is intended to showcase the many challenges the first generation students deal with.</p> <p>Julie also attended <i>Making Lemonade (Learning From Interventions that Failed)</i>, that focused on what students want and the importance of asking them before deciding on an intervention. It will take 4 years to see results of any intervention, but the worst thing to do is give up. Some questions for Cerro Coso are:</p> <ul style="list-style-type: none"> • Have we asked our students how they want their LACs to improve? • Have we asked the students what they want in Writing and Math labs? • Have we defined how Math and Wriging labs will function, their overall purpose, and how they might impact the peer tutoring program? • How will attendance be incentivized? <p>During the conference, Cerro Coso attendees met with attendees from Bakersfield and Porterville Colleges to check in with one another on how we’re all doing with our interventions. The ATD coaches thought it would be a good idea for all three colleges to meet regularly to do current check-ins.</p> <p>Steve –attended several workshops pertaining to acceleration in math, including the “Rethinking Remediation Pathways: Increasing Completion and Closting Achievement Gaps in Math” workshop. A lot of the focus was on placement; many students get placed into the wrong level of math and end up wasting their time. That is a major factor affecting how quickly students get through the math courses.</p> <p>Another workshop he attended, <i>Placement + Mastery = Successful Math Reform</i>”, had a lot of emphasis on overlap, where the main courses teach the same materials. Having a sequence or pathway of math courses where there is no</p>	q	

TOPIC	FACILITATOR	SUMMARY/ FOLLOW-UP	O	C
		<p>overlap so students don't receive repetitive materials can result in them getting through the sequence quicker and more effectively. The traditional remedial math sequence contains too many barriers for a lot of students. One take-away Steve shared is to reduce the pre-college math sequence from 20 to 15 credits by removing all repetition, splitting 5-credit hour classes into 3-credit and 2-credit classes. This split would allow students more entry points so they can focus on less content. Schools that have made this change have seen withdrawal rates drop from 14% to 9%. Another take-away is to create a better "homegrown" placement exam which properly aligns with the offered courses.</p> <p>Lisa—attended workshops on “A Key to Student Success: Strengthening the Role of Part-time Faculty”, “Labor Market Information to Improve Pathways”, and “Four Disciplines of Execution”. A Key to Student Success focused on strengthening the role of part-time faculty; nearly 60% of all community college classes are taught by part-time faculty. Lisa’s take-away from this session is that part-time faculty heavily impact student success and completion rates, especially at sites where they teach the majority of classes. Cerro Coso must strengthen the role of part-time faculty, focusing on the hiring process, then on engaging, supporting, and providing them with best practices, as well as making them feel a part of the college. Some things that other colleges are doing to strengthen the role of part-time faculty include:</p> <ul style="list-style-type: none"> • Engage part-time faculty with a mandatory orientation/luncheon and provide a seasoned faculty mentor at hiring. • Involve part-time faculty in the development and implementation of a student success agenda. • Invite part-time faculty to participate in curriculum development and/or the planning process. • Provide representation for part-time faculty at College Council and Academic Senate. • Hire a Director of Adjunct Faculty to assist with planning/implementing professional development. <p>Her major take-away from the Labor Market Information session is that we must understand today’s labor market and include employers and high school staff in conversations and training; this is the key to making informed decisions when attempting to improve pathways or start new CTE programs. Some things other</p>		

TOPIC	FACILITATOR	SUMMARY/ FOLLOW-UP	O	C
		<p>colleges are doing to improve pathways include:</p> <ul style="list-style-type: none"> • Responding to employer needs by building pathways for certificates so that students can get jobs. • Training college counselors using LMI so they can discuss pathways with students using labor market perspectives. • Providing co-professional development training so high school and college counselors/advisors can learn together about the up-to-date labor market and career information. <p>Her primary take-away from the Four Disciplines of Execution session is that this framework is an excellent tool to help us focus on a specific goal. It uses the equation “From X to Y by when” to help define the goal and the deadline for accomplishing that goal. There are 4 disciplines of execution that provide a framework for focusing on meeting specific goals in a timely manner. Those disciplines are:</p> <ol style="list-style-type: none"> 1. Focus on Widely Important Goals (WIGS) 2. Act on the lead measures 3. Keep a compelling score board 4. Create a cadence of accountability <p>Lisa stated in her written report, “As leaders, we all have goals, strategies, and action plans to obtain those goals, and this tool could greatly assist with the ability to focus, execute, and ultimately succeed.”</p> <p>Pam—attended the “Engaging Latino Students for Successful Transfer and Completion/Improving Student Engagement” workshop and really liked the idea of developing pathways from high schools to Cerro Coso, starting with the 9th graders. Pam also stressed the importance of speaking with the parents, especially the Hispanic population, to begin developing a relationship even as early as when their children are in the 2nd grade.</p> <p>She was also impressed by the, “Drop Rate Improvement Program: Increasing Persistence and Success for All Students” workshop, presented by a college from Odessa, TX. There have been four key components identified as possible reasons why some instructors have lower drop rates than others and that these keys equal change in attitude and approach:</p> <ol style="list-style-type: none"> 1. Interact with students by name by first class/end of first week 2. Closely monitor student behavior and progress with immediate 		

TOPIC	FACILITATOR	SUMMARY/ FOLLOW-UP	O	C
		<p>intervention.</p> <ol style="list-style-type: none"> 3. Conduct one-on-one meetings/frequent communications with students early in the semester. 4. “Master of Paradox”: highly structured courses with penalties for missed assignments, etc., but flexible when appropriate. <p>Other sessions Pam attended were Plenary-Stephen Few, Perceptual Edge and Plenary-Stephen Covey, <i>7 Habits of Highly Effective College Students</i>. A key take-away was that there is data everywhere but we don’t always know how to interpret what the numbers are telling us or how to weave it into the big picture; computers augment our thinking, we do the reasoning.</p> <p>Melanie—was not present at today’s meeting, but provided a written report-out pertaining to the ATD Conference and what she got out of it. Melanie attended <i>Community Outreach, Focus on Educating the Whole Person, and Shift from Decontextualized to Contextualized Grammar and Arithmetic in English and Math</i> workshops/presentations.</p> <p>Melanie’s take-away from the Community Outreach session is that we need to think about how we are marketing ourselves to our community; we are merely a cheap alternative. Pam informed the group that Counseling is expanding their outreach and beginning next week, will be going into the middle schools to do outreach. She stated that the new EAB Program will hit on careers right up front, so we will need to be thinking about pathways and how to get to those careers. She feels that many of the things we are implementing or putting place is beginning to broaden the thinking about pathways.</p> <p>The Focus on Educating the Whole Person session centered on the need for community college educators to focus on the whole student. “It’s easy for educators to focus on the academic needs of students, but it is just as important for them to focus on other needs as well”. This session incorporated Steve Covey’s book, <i>7 Habits of Highly Effective College Students</i>, and Steve Rogers stated in his written report, “is definitely one to read an integrate into basic skills classes”.</p> <p>For the Shift From Decontextualized to Contextualized Grammer, Melanie’s report stated that we need to contextualize education in order to prepare students for a 21st century career. Melanie’s written report stated, “English courses should emphasize “just in time” remediation by pointing to grammar in readings and</p>		

TOPIC	FACILITATOR	SUMMARY/ FOLLOW-UP	O	C
		<p>papers rather than separate lessons. A contextualized math assignment might have students calculate the perimeter of a room in their house rather than a random worksheet rectangle. We also need to make sure there are lots of low-stakes collaborative practice for students so that they can learn.”</p> <p>Melanie’s other take-aways included:</p> <ul style="list-style-type: none"> • Richmond College has some interesting techniques in English courses where students keep a writer’s notebook and every essay the students write are started in the classroom. • Support actions aimed at helping low-income get to and through college. • Work closely with high school counselors so they give students the right information about college financial aid and scholarships. • Show the movie <i>First Generations</i> to faculty to get them fired up about promoting community colleges as the “first responders” in education. • Step up our community outreach efforts. <p>Julie informed the group that Cerro Coso’s next ATD Team meeting is scheduled for March 18, 2015, from 12:30 – 1:30 PM in LRC604. There is also an all-day ATD Coaches meeting scheduled for Monday, March 23, 2015.</p>		
5) Updated Status of ATD Interventions		<p>Council members were informed that a Tutoring Reform meeting is scheduled for Monday, March 18, 2015 from 1:00 until 2:00PM in MB256.</p> <p>Concern was voiced pertaining to the fact that a number of students who took the Online assessment still ended up dropping courses. A suggestion was made to have all Fall 2015 faculty take the Online assessment and provide feedback. Additionally, it was suggested that perhaps it would be beneficial to get input from the Academic Senate regarding how the Online assessment is structured. Another suggestion was to add a component to the COUN C101 class that includes the Online assessment or to include it as part of the regular student orientation. Ideally, students should be completing the Online assessment before they enroll in online classes so they have a better understanding of what to expect and can be more successful. The question was asked as to whether or not we have the ability to track which students have taken the Online assessment so that contact could be made with students who have not completed the assessment. Council members spent a good deal of time discussing the best possible ways to make sure the students who need the Online assessment complete it and are contacted if they</p>		

TOPIC	FACILITATOR	SUMMARY/ FOLLOW-UP	O	C
<ul style="list-style-type: none"> Task Force 		<p>These indicators were recommended for the 2014-2015 fiscal year. They are a starting point and the list of indicators may be revised in the future. The Institutional Effectiveness Partnership Initiative (IEPI) Advisory Committee will review the list of indicators for the 2015-16 fiscal year and recommend any changes.</p> <p>According to the handout, “In one year, three years of baseline trend data would be prepopulated and sent to each college by the Chancellor’s Office. Each college would use a collegial consultation process to set goals (short term and long term) for the subsequent year and return a spreadsheet to the Chancellor’s Office with the goals in June.”</p> <p>The handout references <i>Senate Bill 860, 2014-2015 Higher Education Trailer Bill</i> and <i>Senate Bill 852, 2014-2015 Budget Act</i>. SB860 includes the following:</p> <ul style="list-style-type: none"> As a condition of receipt of SSSP Funds, each college shall develop, adopt, and post a goals framework that addresses, at a minimum, the four categories/indicators listed above. By June 30, 2015 and before each fiscal year thereafter, the Chancellor shall post both of the following; <ul style="list-style-type: none"> Annually developed systemwide goals adopted by the BOG (web link) Locally developed and adopted college/district goals Subject to the availability of funds in the budget, the BOG and Chancellor shall, at a minimum, assess improvement in the four categories and offer assistance. <p>SB852 includes the following;</p> <ul style="list-style-type: none"> Includes new Chancellor’s Office positions and resources. Appropriates \$2.5 million for local assistance; a line item in Student Success and Support Program (SSSP) appropriation. <p>Corey and the Council members spent time going over each of the indicators listed, reviewing the other information included under each of the indicators in the handout, and discussing the implications for Cerro Coso.</p> <p><u>Task Force</u>—a handout was provided and included background information, a list of Task Force members, information on the proceedings, and a list of five Enrollment Management categories with specific recommendations for each area.</p>		

TOPIC	FACILITATOR	SUMMARY/ FOLLOW-UP	O	C
		<p>Those recommendations focus on the following areas:</p> <ol style="list-style-type: none"> 1) Outreach and recruitment 2) Intake 3) First year 4) Program completion 5) Graduation <p>In addition, each recommendation included a specific timeline, an outcome, a rationale, a key performance indicator, and budget implication information. Corey and council members spent time reviewing and discussing the document provided. The document was also reviewed at the Faculty Chair meeting that was held on Monday because there are portions of the report that were extremely relevant to the Faculty Chairs.</p>		
7) Other?		There were no additions to the agenda for this meeting.		
9) Future Meeting Dates/Times		<p>January 28, 2015 cancelled March 25, 2015 February 11, 2015 April 15, 2015 February 25, 2015 April 29, 2015 March 11, 2015</p>		
10) Adjournment		The meeting was adjourned at 2:17 PM.		

O Open/**C** Closed

Title Heather Ostash
 Person in charge of meeting

Recorder Kathy Salisbury
 Person responsible for recording meeting