

Student Success Partnership Steering Committee
Minutes
May 1, 2012

Present: All Members of the SSP Steering Committee

- I. Approval of public minutes
- II. Updates & Announcements

Early Start

- How students will be evaluated? Eric Forbes, CSU system communication provided a message about how evaluation will occur. How many students will be served? Up to five students taking eight courses (some need both Eng and Math). Students can take the tests this Saturday. Results come mid-May. Need isn't clear until those test results are in. No impact on ability to enroll. For Summer 2012 it doesn't matter – no teeth this summer. Student could sign up for it, spend \$182, all new enrollments will be done by July 5. Messiness on admissions end of it, what needs to occur to meet university requirements. Still moving forward w/ two hours (1 hr Eng, 1 hr Math) for orientation. Orientation, people who need to take an Early Start somewhere – admissions will provide where these can be taken with various options. Students need to be very clear – there are 23 campuses offering these courses.

Meeting with Advising Center (4.20.12)

- April 20, Jane and Terry met with all academic advisors, Sue Saunders and Karen Carey. Good discussion.
 - Students will go to major fair and not sign up for a major if they don't like the faculty member staffing the table. Advisors urge students to talk to faculty, but students are reluctant to do this.
 - Student Success Week: purpose for this conversation was to open discussion about this initiative. Wanted to open lines of conversation between Advising and the SSP.
 - Student Success Week same as Major Fair week. We'll work to coordinate efforts.
 - Advisor expressed concern re. recommendation on SSC website to "restructure advising" – what does this mean? Perhaps an advisor is assigned to each program, etc, reference back to work. Advising is already doing toward greater efficacy.

Meeting with President Rush on Student Success Week (5.3.12)

- Terry and Jane will meet Thurs with the President, describing Student Success Week Oct 8-12, its purpose and will delineate resource requests.

Other?

- **IR Data.** Looking at data from Nelle. What would be good to pass along to SSC?
 - Enrollment figures Fall 2010 and Spring 2011, entry courses, first-year and transfers.

- Refined pass rates in some of those same classes (e.g., who dropped). Some classes in particular, where students are really struggling. ISLAS will offer faculty dev for some of those courses, targeting at-risk students, etc.
 - Need info on gatekeeper classes that people can't get by. Have upper-division transfers only. Important to have this information, because for example, advising might change up front if we have a better understanding of those issues.
- **ACCESO grant.** Looked at intro to all STEM major courses. Looked at DFW (D, F or Withdraw) rates, broke them down. Looked at all under-represented minority DFW rates. Told different story. Just a cautionary note: When we look at whole population we'll see different things than if we look at sub-populations. We're looking at this major by major. Anticipate seeing different things. Who are we going to be in five years? Do we have the programs to support the population we will have.
- **Program meeting with Communication and Languages faculty.** We need to do something different? Fall 2011, 20% of our students are FGCS (first generation college students), at risk from the start. A offered a list of things to do. Plant seeds. No rah-rah response, but hopeful that modeling, offering ideas will bear fruit.
 - Require students to come to your office at least once in the first two weeks
 - Give some kind of feedback to students in the first three weeks
 - Students evaluate course mid-term
 - Give a grade mid-term
- **Faculty development, including for transfers** – invite instructors in those key courses, things to do in the first 6 weeks of the semester. Five sections of a course – can see 0 of the transfer students of, say, 38 in the class, passed. Then in another section, more of transfer students pass. Why? Need to develop faculty development around these issues. Marie is working to get this in place before summer. ISLAS will have sessions early in the semester that are student-success-oriented.
 - Don't want people to be complacent, "we're just fine." How do we promote these kinds of conversations, within and between our disciplines?
 - Data does indicate FGCS? Yes, it's there. Need to ask Nelle to include it in your reports though.
 - STEM doing a better job with retention (95% or so) than humanities/social sciences.

III. Results from Task Force 3 on Roadmaps

- Indicative of the lack of accessibility to this information. This task force only found biology, chemistry, computer science, nursing fast track, and Spanish. There are more. How to find them?
 - Where do students find them? Neither of the faculty members on this task force were aware of the CARR, both enthused to learn of it. UNIV 349 next group of students with priority to have their transcripts evaluated for this.

- We have some of the information. What do we want to do with it? Maybe have some focus groups with students. Where do you go to find information? What would be easiest for you? Students are probably going to Acad Adv website. Is that where we want them to go? Or do we create something from CI home page?
- Ask Callie Juarez about roadmaps. Been working on this for years.
- The tools exist on Mentor. We need to integrate early on, at applicant level, they need to be able to walk in knowing that if they have an AA degree from Oxnard College but without math, they'll have to do something at CI. Should be digitally available information.
- CARR will be helpful. But what do students do? How do we know what they do?
- Next steps: Pull students together. Realistic timeline. What's the implementation date, and work backwards – partner with Callie, IT. What if we can launch this during Oct 8-12 SSW? Next year? ☺
- Most programs do not have them? More have them, but aren't all visible. We are not starting from scratch, as most programs have something and we need to track them down. Ask Karen Carey to ask chairs in A&S to update them. Want to make sure they're 508 compliant. Sent you email link to a template – Word file. Should be compliant. Anything with charts in Word won't be compliant.
- Something needs to be added to the Program Modification Form that goes through CC. "Did you update the roadmap?" As an automatic Curriculum Committee form response.
- Roadmaps are all over. We'll follow up with Callie. We'll check on compliance issues.
- Need to convene a student focus group to ask them if they use roadmaps? Do they prefer flow charts? Not limit choices to roadmaps only.

IV. Results from Task Force 4 on Early Warning Students

- 17 people responded of 39 early warning students – 220 people in total on the list, 39 sample
- Faculty say "I always encourage my students to come talk to me" – but the students who most need the contact are the least likely to initiate it. This message reinforced again and again. This is a key conversation for us.
- Faculty conclude that student doesn't care, yet the reality may be different.
- Recommendation from us is to provide faculty with the list of EW students. Can't tell faculty what to do with it. We will continue to provide faculty the list. One chair personally contacted each person on his list.
 - Looking at the probation list, we saw undeclared students – a lot of them, 100s. No one is in charge of them. Academic Advising is in charge of contacting them. UNIV program, building in DIGS model. A SSP member received same list that chairs got, could see the ones she received were all EOP. But half of UNIV students are not EOP. They should be contacted. It was noted that students in Academic Success class got A's, but then were on academic probation.
 - Coming up on data point. Grades due May 24. Around June 1, we'll know the number of disqualified first-year students. Gives opportunity for

questioning. Should they have been admitted in the first place? What did they not get in the middle of the year that might have pushed them on?

- Go back to real reason for early warning system. Comes down to faculty having connection with students, building relationship and rapport, so students are comfortable going to them. We need to ask the students what their relationships are like with faculty. What are their expectations? Are those expectations being met? We have 300 students required to do this in order to register (EOP, SSS, Veteran, Disability Resource), to meet with faculty to gain priority registration. How about we survey those students? Maybe the campaign is to work on faculty. Task Force #1, we heard it. Students needed someone who connected with them, who believed in their success. Survey the 300 students we now have easy access to?
- We have data (Vista focus groups, ISLAS data, etc) that corroborate what's in the literature about students' need to connect. Do we need to collect more data from students? Or do we need to figure out what it means to get this information to faculty, to invitingly engage more and more faculty in these conversations?
- The few faculty who come to faculty development opportunities are ones already engaged in these conversations.
- Opportunity to honor lecturer faculty – there seems to be increasing schism between tenure track and lecturer faculty – how to honor lecturer faculty as leaders in a faculty development initiative?
- Our faculty want students to do well. How do we help them learn things to do that will support student success, things that aren't that hard to do?
- Michael Berman talked about wanting a true early warning system, supported electronically. Can't mandate faculty to put in grades, but can create a system where that's possible.
- Fits with what we know about ELL and FGCS – need more than two tests and a final to know how they're doing. Having more low-stakes assignments in the beginning. Trying to do these kinds of things in ISLAS workshops.
- Should be Provost's initiative, too, beyond just grants. Dawn is asking about practices we should be doing across the board.
- So we need to capitalize on data already collected to spread conversation more broadly, maybe empower lecturer faculty to lead in faculty development initiative.
- Just back from a conference – hosting university's motto "Institution success = student success"
 - What are our expectations of students? and of faculty? staff?
 - How does our institution support student success?
 - How do we enrich our students' educational experiences?
 - What data do we have to inform our efforts?
 - Vision for success: everyone in the institution commits to providing emotional support, to building relationship with students; community meetings with parental involvement (90% participation)