

Student Success Partnership Steering Committee
Meeting Notes
February 27, 2013

Present: Terry Ballman, Marie Francois, Damien Peña, Lorna Profant, Ginger Reyes,
Kaia Tollefson

- Approval of Meeting Notes of 11/27/2012
- Recap of Activities:
Workshops by Kaia and Marie for Academic Faculty Affairs
 - January 17, 2013: Continuing the Conversation – High Impact Classroom Practices
 - Great feedback – well attended
 - Qualtrics survey – Lots of STEM faculty, only one identified as FGCS
 - Ways to build on this:
 - § Damien: Bring SSP to staff retreat – teach same techniques to staff
 - § Kaia: Vista can host a series of high impact practice conversations for staff – build the presentations from the ground up (Damien, Terry and Kaia will meet and plan these)
 - February 28, 2013, 1-4pm, BRO1756: Active Learning and High Impact Practices

WASC Student Success Conference (Jan. 31 and Feb. 1): Damien, Ginger & Terry

- Project: Ways to Access Student Success Week
- Takeaways:
 - 5 HIPs for SS – our campus engages in all five
 - Affirmation of our efforts – people liked the activities we're doing
 - Practical application of programming, like our SSW – lots of interest in what we're doing – the details of what we're doing blew people away (t-shirts, coffee, asking students to define what success means for them)
 - Hard-hitting elements for us to consider
 - § We didn't assess SSW
 - § Of the 600 coffee things we bought, only 127 were used
 - Distribution problems (didn't initially make it clear that lecturers were included; bumps in getting coupons approved for use)
 - Got feedback from only 4-5 faculty
 - Need to discourage taking the convenient student/student group to coffee – look for the student you don't have a relationship with yet
 - § Could do:

- Focus group conversations with faculty, students
 - 1-minute papers written on the spot – did you go for coffee? What about it? Did you participate in SSW? So what?
 - Qualitative feedback is what WASC is looking for – it's about the stories (OMG... this is a moment to celebrate)
 - Need more t-shirts next time
 - PPT – show it again – send it out this semester, both the timed and untimed versions – need to add to the table to include resources not listed
 - Terry will send timed and untimed version to AVPs, Centers, SUB
- Early Warning Identification Systems
 - Undergraduate Students in Good Standing, on Academic Probation
 - Academic Probation message to students
 - Template of a note Terry sent out to all students in Communication on probation
 - What mechanism should be in place to encourage Chairs to reach out in this way to all students
 - § Terry attend Provost Council meeting: Ask AVPs what they want their mechanism to be, to ensure that Chairs are following up with students on academic probation
 - § Terry will send template to the three academic AVPs, sample of Don's from Spring 2012
 - § If Chairs are going to be making this contact, let us know how they did it and when
 - What happens to students who are undeclared? Good question
 - Academic Advisement: Any student on probation, advisors meet with all students, see where they're at, encourage. Undeclared students have no faculty academic advisor
 - Monica Rivas: Special populations and at risk specialist. She follows up with students on that list who are Undeclared

Lorna on Project ACCESO

- Have identified 9 gateway STEM courses
- Will approach faculty teaching those courses, mostly lecturers – talk about importance of giving an early assessment. When assessment is given, send students an email, tell about ACCESO's tutoring and other services.
- Phil brought up the question of how to incentivize this activity – especially for lecturers who don't have RTP process. ACCESO will develop a certificate for inclusion in lecturer portfolio
- Working now on identifying faculty with target implementation Fall 2013
- April 12, 2013 – date for meeting with Lorna and Victor – will you participate

in this program with us

- Different electronic delivery systems – an early notification feature exists in Blackboard – build the query, which allows you to query your own classes based on criteria you designate (e.g., attendance, if you keep attendance data in Blackboard, online quiz results), click a box which checks student names, send out a group email
 - Requires that data is in Blackboard – online quizzes, or input exam and homework data, etc
 - Doesn't generate email automatically – have to build the query
 - In Blackboard - Tools: Evaluation: Early Warning System
 - Jill Leafstedt: Roving Blackboard support sessions happening every month – we should ask her to add this tool in her repertoire
 - Lorna: Advantage – helps her keep herself updated in collecting assessment data, diminish opportunity for students being surprised by grades when it's too late to fix them

Advising for Transfer Students

- This is the lost group on campus
- ISLAS has been working with Records – Marie shared with AVPs
 - 70 of 150 students who got pushed to the front of the line by Ginger and team, emails, re transfer articulations
 - ISLAS – did a training, how to be self directed in the transfer process (Sept-Oct 2012)
 - Started looking at CARRs once they had transcript stuff cleaned up (computer doesn't always put stuff in the right place, students missing transcripts – if they went to 6-7 schools, if it's not in there, only the student has that data – students really need to take the initiative to be on top of this)
 - Ginger: Looked at directions provided, questions that came up: How are we teaching our students to navigate academic systems at CI? ISLAS model used Advising tools in place (major form, GE requirements)
 - Records & Registration did a joint training with Academic Advisement: graduation requirements go hand in hand with Advising. Tools available, articulation between – training needed on PeopleSoft tools, Sue's Advisor Track system, navigating processing (course substitutions, what we communicate to students, timelines, getting signatures, etc). Every student who submits a form gets an email in response – always: students, check your CARR
 - Transfer classes who have a peer who did training with Records – for some students nothing articulated automatically – sometimes faculty will say courses work, but students need to know how to navigate the steps to get needed signatures and approvals, clarification on deadlines
 - Workshops led to other workshops, ongoing communication (e.g.,

Records didn't know how many faculty advisors exist – realized that a training for more faculty is needed – if you're going to be an academic advisor, you've got support – here's our contact info)

- Transfer students: Academic Advisement – do we make this mandatory? Not currently. Not just advisement, but transferring in is bifurcated – orientation is optional, advisement is limited because articulation processes are. Students don't know the system well enough to know how to navigate academic and student service perspective
- Caught up through Fall 2012, CARRs are updated. Fall 2013 – transfer credit will be posted – huge step forward
- Online modules?

§ Challenging: Students beat the system

- Other Business

- Children's Campus at CI: Framed as Student Success initiative, SSP can push to get this on the slate of Strategic Planning initiatives
- Ginger: Need for minority student orientation, mentoring programs – how do we identify and serve students not hooked in with ISLAS, SSS, etc.