STUDENT SUCCESS COMMITTEE UPDATE
Convocation
January 4, 2011

Committee and Subcommittees
- Large Group:
  - Macro-level issues, budget and direction-setting, discussion and priority recommendations
  - appointed by Vice Chancellor for representation
- Four Subcommittees:
  - Graduation and Transfer – Ron Umehira
  - Gatekeeper – Della Kunimune
  - Developmental Education – Jim Goodman
  - Course Success Rate – Chris Manaseri

Macro Level Issues
- Four quadrant chart of Known/Unknown Problems and Solutions

<table>
<thead>
<tr>
<th>Known Problems</th>
<th>Known Solutions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Communication</td>
<td>Intrusive Counseling</td>
</tr>
<tr>
<td>Defining Student Success in CTE/PAT</td>
<td>Quality Teaching/Professional Development</td>
</tr>
<tr>
<td>Enrollment issues</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Unknown Problems</th>
</tr>
</thead>
<tbody>
<tr>
<td>Inventory of Policy and Practice</td>
</tr>
<tr>
<td>Rewards for DE faculty Facilities</td>
</tr>
<tr>
<td>Online v F2F</td>
</tr>
<tr>
<td>Financial stressors</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Unknown Solutions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Instructional Best Practice Counseling/Faculty partnerships</td>
</tr>
<tr>
<td>Student involvement</td>
</tr>
<tr>
<td>Meta-analysis of effective practices (Parsing Project) Grants</td>
</tr>
</tbody>
</table>

Graduation and Transfer Subcommittee
(Increase Graduation and Transfer Rates by 25% in Five Years)

<table>
<thead>
<tr>
<th>09-10 Baseline</th>
<th>10-11</th>
<th>11-12</th>
<th>12-13</th>
<th>13-14</th>
<th>14-15 (Baseline x .25)</th>
</tr>
</thead>
<tbody>
<tr>
<td>AA, AS, AAS</td>
<td>529</td>
<td>529</td>
<td>565</td>
<td>598</td>
<td>635</td>
</tr>
<tr>
<td>CA</td>
<td>78</td>
<td>78</td>
<td>83</td>
<td>88</td>
<td>93</td>
</tr>
<tr>
<td>Transfer to UH 4 Year</td>
<td>271</td>
<td>271</td>
<td>298</td>
<td>304</td>
<td>322</td>
</tr>
<tr>
<td>Total</td>
<td>878</td>
<td>878</td>
<td>936</td>
<td>990</td>
<td>1,050</td>
</tr>
<tr>
<td>(Baseline x .25)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>1,100</td>
</tr>
</tbody>
</table>

The above grid represents the data for the college’s ten programs: (ACC, ED, AMT, BUSN, CULN, DMED, ICS, Liberal Arts, MGT, TVPR)

Graduation and Transfer Subcommittee (Action Strategies to Reach Goal)

- Faculty/Staff Initiatives
  - Market benefits of achieving degree/certificate.
  - Emphasize connection in achieving AA to career goals.
  - Assemble a student panel at NSO on the benefits of achieving degree/certificate.
  - Work with UAP/warning level students.
  - Implement mid-semester grade checks.
  - Emphasize STAR in NSO for degree/program planning.
  - Create an online orientation session.
  - Reevaluate AA degree requirements.

- Student Initiatives
  - Encourage students to see a counselor in 3rd or 4th week.
  - Track students at midpoint in their program of study.
  - Conduct student focus groups.
  - Schedule faculty workshops on UAP, Warning, and STAR.
  - Research best practices from Complete College America, etc., on improving graduation rates.
  - Hire retention coordinator or retention advisors.
  - Create video of former students on the benefits of degree completion.
  - Create more ASC’s for AA degrees.
  - Implement Early Alert in all programs.
  - Re-evaluate late registration policy/practice.

Gatekeeper Subcommittee
- Goal to eliminate Gatekeepers by 2014
- 1/2 of 1% enrollment with > 70% success rate
- 50 courses in 09-10, 39 at or above 100 level
- Research national trends/practices
- Focus on five courses: (1/Liberal Arts Division)
  - Eng 100
  - Psy 100
  - Hist 151
  - Sp 151
  - Math 103

- Work underway to address aspects of Gatekeeper status for each of these courses
Gatekeeper (Con’t)
Subcommittee suggestions:
• Reduce class size of gatekeepers to 25
• Add prerequisites to rigorous classes
• Develop a master learning program where senior faculty take a course and provide input
• Require all students to take a learning skills or college success course
• Require college success class for Dev Ed students
• Incorporate study skills into beginning level courses
• Summarize successful strategies and replicate them
• Create a list of peer support ideas for instructors to use

Developmental Ed Subcommittee
❑ Language Arts:
  • Investigate creation of two 4-credit courses that includes the content of the present 3-credit reading and the 3-credit writing courses
  • Research and design two 1-credit success skills courses
❑ Math:
  • Continue implementation of course redesign
  • Continue casual hire math lab supervision for evenings and weekends
  • Develop workshops/study groups for classes with low success rates
❑ Joint:
  • Continue joint training in success skills and mentoring
  • Work with Dev Ed Counselors to develop protocols

Developmental Ed (con’t)
• Macro level issues:
  - Require placed students to take Dev Ed coursework in first year
  - Priority registration for Dev Ed to ensure optimal placement
  - Focus groups on what works and what doesn’t
  - Maintain and increase level of peer support
  - Train peer tutors and mentors
  - Expand alternative delivery modes
  - Provide staff development opportunities through conferences, etc.

Course Success Rate Subcommittee
❑ Examine and promote instructional practices that appear to engender higher student success
  • Institute instruction with high success rates
  • Share information and strategies uncovered
❑ Examine and modify placement test policy and practice
  • Encourage multiple testing sessions, provide orientation on COMPASS
  • Encourage retesting, offer brush-ups for students who score poorly
  • Explore diagnostic testing to pinpoint problem areas
  • Streamline policy not allowing students to retest once in sequence
  • Implement truly MANDATORY NSO and initial counseling appointment
❑ Late Registrants:
  - Prerequisites for all 100+ level courses
  - Offer more introductory courses to be combined with Dev Ed for full-time status
  - Promote Learning Communities

Course Success Rates (Con’t)
• Examine and promote success strategies that appear to be effective in supporting students once placed in appropriate coursework
  - Campus-wide Early Alert
  - Program Counselors
  - Encourage early intervention by counselors and faculty
  - Peer Mentors in classes
  - Learning Communities
  - Support and encourage tutoring, Math lab, online tutoring, etc.
  - Promote student success as a rewarded factor over enrollment in the budget process

The semester ahead
• Turn recommendations into action plans
• Prioritize the multiple recommendations included in initial report
• Make budget recommendations to continue, eliminate or expand initiatives underway
• Expand subcommittee membership by demand given topics of interest/concern to date
• Provide incentive funding for creative programming in 2011-12 and beyond
• Work with Faculty Senate and other groups to consider recommendations requiring approval
**BIG Ideas being discussed**

- Prerequisites for all/many more courses
- Dev Ed, if required, in first semester(s)
- Mandatory NSO and initial advising with holds
- Re-examination of late registrants, application deadline
- Re-examination of AA degree requirements
- Implementation of mid-semester grade checks
- Added introductory level courses
- Changing course repeat policy to include highest, not latest grade
- Changing placement retesting once in sequence
- Shelf-life for passed courses versus perpetual GPA