



## STUDENT SUCCESS COMMITTEE MEETING MINUTES

Friday, November 18, 2011  
8:45 to 10:45 am LRC-144

**Committee Members Present:** Miya Squires, Monica Brown, Baba Adam, Jay Goldberg, Kelly Fredericks, Teresa Ward, Eric Hoiland, Les Jauron, Laurie Kincheloe, Kenneth Bearden, Jo Anne Cripe, Rob Holt, Carrie Roberson, Kathi Rogahn, Morgan Brynman, Brad Zuniga, Nena Anguiano, Stacey Bartlett, Suzanne Gripenstraw, and Samia Yaqub.

**Committee Members Absent:** Steve Hammond, Nancy Jensen, April Hennessy, Leslie Henson, Linda Zorn, Susan Carey, Sherrie Alexander, Cheryl Battles, and Angela Kraemer.

**PRESENTATIONS:** Miya called the meeting to order starting with a brief announcement that the Title III Annual Performance Report (APR), website is open and is due for submission on or before January 12<sup>th</sup>. We are preparing to start reporting on our activities and progress during year three of the grant, which ended on September 30<sup>th</sup>. If anyone would like to view last year's APR, it is on the Student Success Projects site ([www.butte.edu/ssprojects](http://www.butte.edu/ssprojects)). She solicited narratives, data, comments, updates, accomplishments, etc. relating specifically to any of our projects funded by Title III. Last year our Project Monitor in Washington, DC recognized Butte College as making "substantial progress" toward the outcomes set forth in the grant.

**Online Resource: KHAN ACADEMY.** Samia Yaqub presented some information on the Khan Academy which is accessed via <http://www.khanacademy.org/>. In 2006, Salman Khan began tutoring his younger cousin in mathematics using Yahoo's doodle notepad. When other relatives and friends sought similar help, he decided it would be more practical to distribute the tutorials on [YouTube](http://www.youtube.com). His low-tech, simple techniques began to catch on at an amazing rate and he has now had over 80 million viewers. Because it is free, anyone who wants or needs help, (or is just interested in the subject matter), can access the site and choose from his online collection of more than 3,000 micro lectures via video tutorials stored on [YouTube](http://www.youtube.com) teaching Mathematics, History, Healthcare, Medicine, Finance, Physics, Chemistry, Biology, Astronomy, Economics, Cosmology and Computer Science. Samia read from an article that introduced the idea that instead of the passive traditional process of having the instruction in class and going home to do the homework, (where the instructor is unavailable), a student could watch the assigned Khan Academy video at home, then solve the problem in class, where the talents of the instructor are available. This technology is being used to create a customized interactive approach to education that is both novel and powerful. Discussion followed regarding the use of this type of technology as a tool or as an interactive classroom approach and how we could use it and stay within the Educational Code. Miya then chose one of Khan's brain teaser tutorials to demonstrate to the committee. Morgan reminded everyone that if they are going to use videos for classwork that it is mandatory that there is closed-captioning available for deaf students and some type of accessibility for blind students. Kenneth also mentioned if this type of technology is to be used out of class, the students must have adequate internet connections available to them.

**STRENGTHENING STUDENT SUCCESS CONFERENCE (RP Group):** Eric Hoiland spoke about his focus at this recent conference - College Readiness. What is the nature of the current challenge? Why is it so important? National education policies are beginning to recognize college and career readiness over basic skills instruction. For many years the way we have defined college readiness is essentially how students have performed on assessment tests and their readiness to do college-level work in relation to reading, writing and mathematics. Policy in California is beginning to change, such as recognizing the fact that college eligibility is NOT the same as college readiness. We are beginning to realize that a high school diploma no longer means a student is ready for college. The state of California is moving toward a standardized approach for placement, such as assessment tests being similar within the state for entry into community colleges. We will want to begin paying particular attention to the California Common Core Standards. K-12 (particularly 8-12 grades) curriculum will be dramatically changing in the next several years and schools will be required to implement the Common Core Standards by 2014. The focus of the Common Core Standards will be around English and Math – getting students “college ready” in those two areas; therefore, community colleges will want to be more pro-active with high school-college partnership practices. We will want to assure the exiting high school students possess the academic and social tools they will need to succeed. Eric provided the following websites where we can see the research and information available to us: [www.epiconline.org](http://www.epiconline.org); [www.p21.org/overview/skills-framework](http://www.p21.org/overview/skills-framework); and [www.corestandards.org](http://www.corestandards.org). These are now available under “site links” on the Student Success Projects team site in MyBC.

Eric introduced an activity based on research by David Conley at EPIC which asserts there are four dimensions to college readiness and how to work with the K-12 community to insure the students are ready to enter the college level learning environment. Committee members broke into four groups to discuss the four dimensions of college readiness:

Academic Content Knowledge

Cognitive Strategies

Learning Skills Strategies

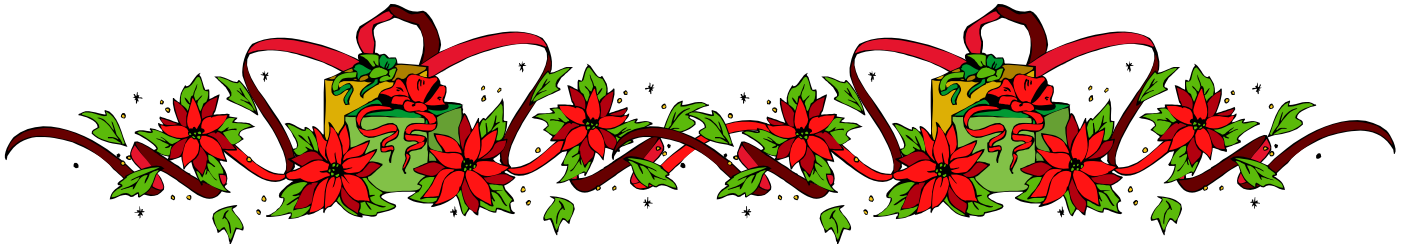
Transitional Knowledge and Skills

*Eric collected the group notes and they are attached to this document as additional pages.*

**STUDENT MOMENTUM – Part II:** Les Jauron continued his Momentum Report statistical data presentation and asked us to look at the same data in different dimensions such as full-time student vs. part-time student success levels, potential interventions (such as First Year Experience “FYE” courses), concentrations of the student population, ethnicity, and finally what the “completers” look like; then to consider the possibility of working backward from the completers – the successful students who attained their goals – to see what really works. We should be look hard at our systems and processes, identify the disconnects and how to fix what doesn’t work in order to concentrate on enhancing what DOES work to promote student success. Les presented data that clearly indicates that full-time students are two to three times more likely to have successful outcomes than part-time students. Therefore, when he had the committee break into three small groups for discussion, his emphasis was to have the group:

- Identify the differences between the FYE completers and the overall cohort;
- Identify the differences between the concentrators and the overall cohort;
- Identify what the college can do to increase the numbers of full-time students and/or improve outcomes for the part-time students;
- Identify the differences between the completers and the overall cohort;
- Identify what the college can do to improve the number of students who successfully complete

*The small groups’ reports of their discussions are attached as additional pages. You can also access the full Power Point presentation on Student Momentum on the Student Success Team Site on the Butte College Portal.*



***Our next meeting will be on December 9<sup>th</sup> from 8:45 – 10:45***

**Student Success Committee, Friday, November 18, 2011  
Momentum Points Discussion, Part Two**

Group 1 (Monica, Stacey, DaddyBaba, Brad, Jo Anne, Suzanne, Jay)

**What differences are there between the FYE completers and the overall cohort?  
Persistence is better.**

Transfer and completion are better.

FYE students may be encouraged to be more engaged in other campus activities that support success.

**What are the implications for the college as it implements an FYE program?**

We need enough classes for all of our new students.

Challenge is trying to stagger enrollments for opening of courses. As soon as new students register, these classes are full. For new students, it is challenging to get into FYE courses. Many who are enrolled in these are just there because it's an open class.

Need to plan strategically to get the students who can most benefit from these courses into seats.

Group 2 (Nena, Kathi, Teresa, KB, Kelly)

**What differences are there between the concentrators and the overall cohort?  
Should the college attempt to focus more on concentration to improve outcomes?**

If at the expense of basic skills completion, probably not.

Create a culture in which assessments are addressed, but not in a punitive way, in a way that encourages them to progress. Success in basic skills courses has an impact on all other class success.

Make sure they're enough basic skills classes to provide access to the skills that are foundational to success.

Important to schedule enough classes to support concentrators in a doable timeframe.

Scheduling piece is huge.

Suggestion: staggering start dates? Don't we want to have seats open and available? Creative solutions?

Tie into what disciplines are doing with scheduling at CSUC.

Group 3 (Morgan, Eric, Samia, Carrie, Rob)

**Given the large disparity between the outcomes achieved by part-time and full-time students, what can the college do to encourage more students to be full-time and/or to improve the outcomes for part-time students?**

The college can't do it all.

It comes back to access issues. It's necessary to identify reasons for part-time attendance, which is challenging.

Non-traditional modalities of teaching.

Declaring a major and completing an ed plan

Selling part-timers on full-time appeal, education in financial aid, etc.

Economy has impacted attendance patterns, more students attending FT.

Access to financial aid.

## All Groups

**What differences are there between the completers and the overall cohort? What can the college do to improve the number of students who successfully complete?**

Encourage high schools to offer 4 years of math.

Encourage identification an area of concentration early on.

Offer more FYE courses in the fall.

Look at scheduling, particularly in Basic Skills to make sure they can get these in early.

Identify to 20 transfer degrees and align that schedule with FYE, aligned with completion.

Accelerated Basic Skills.

Students who haven't had math in 1 or 2 years need a refresher prior to taking assessment or allowed to take it, do a fast refresher, and retake the assessment. Allow them to hit the ground running and be more likely to be at the correct level from day one.

Look at common core, CA Standards Test (CST) for juniors in high school. Not currently used for placement, but if we collaborated it could be a test for college readiness and possibly placement. This allows for intervention at the HS during senior year. We have to be involved in writing these standardized tests to use them for multiple purposes and supporting college readiness.

English and LEAD are working on acceleration. We need to focus on math acceleration models.

We are schedule-challenged, specifically in math.

Provide/develop more robust support for math students to support retention and success.

Create a culture of community. This impacts all students and helps them achieve their goals, regardless of skills level. Keep them here and coming back for more human reasons.

**College and Career Readiness Partnership Plan**  
**Completed at Student Success Meeting – November 18<sup>th</sup>, 2011**

**College and Career Readiness Key: Academic Knowledge & Skills**

Partnership Goals	Partnership Activity(s) to support goals	Who's Responsible
1) Look at Common Core Standards/benchmarks and anchor standards in English and Math with K-12 faculty	1) Design a collaborative breakfast meeting, googledocs, box.net, etc to share information about Common Core Standards	Eric Hoiland
2) Create common language in English and Math (i.e., "thesis" and "claim". Goal is to share common definitions between community college and K-12.	2) K-12 and BC faculty work together to review definitions and create alignment with language.	Teresa Ward Baba Adam w. baby Baba
3) Oral communication should be a "subject area."	3) Public advocacy events. K-12 & BC student participation (i.e., "The Great Debate")	KB/Les
4) Include Digital Literacy and Research Skills/Literacy into definition.		Morgan

**College and Career Readiness Key: Cognitive Skills**

Partnership Goals	Partnership Activity(s) to support goals	Who's Responsible
1) Partner with high schools to create opportunities that encourage engagement in learning; inspire K-12 students to want to learn.	1) College lectures in the high school classrooms with BC instructors. Coordinate with high schools to have BC faculty provide a lecture (e.g., chemistry, humanities, etc.) to high school students in the comparable class at the high school – "guess lecturer".	Samia Yaqub & content area "rock star" instructors.

**College and Career Readiness Key: Learning Skills Techniques**

Partnership Goals	Partnership Activity(s) to support goals	Who's Responsible
<p>1) Offer EDU 100 (On Course) taught at the high school during senior year. Encompass study skills and self-monitoring skills.</p> <p>2) Create workshops as part of curriculum.</p> <p>3) Identify student defined goals.</p> <p>4) Develop a technology self-assessment.</p>	<p>1) Have high schools purchase "On Course" and offer course at high schools, but still open to Butte College students.</p> <p>2) Prioritize college readiness @ high schools and first year EDU and CAS workshops. Include information in Reg-To-Go about EDU and CAS workshops.</p> <p>3) Encourage students to declare an Ed Plan and a major.</p> <p>4) Online self-assessment with score and links for help.</p>	<p>BC Office of Instruction and high school staff.</p> <p>Orientation and First Year Experience, CAS, high schools.</p> <p>Counseling Dept.</p> <p>Academic Tech Committee, Curriculum Comm.</p>