

Description of Selected Student Success Projects August 2010

Applied Academics: A cross-disciplinary team, led by Automotive instructor Rob Holt, is developing a learning community-type program wherein students in career and technical programs (e.g., Automotive, Welding, Building Inspection Technology) are given additional support to develop necessary skills in mathematics, reading, and writing. Applied instruction, using examples from technical fields, will be provided by content-area instructors, followed by hands-on application in the students' specific lab. The Automotive-specific pilot will be offered to students FA10.

Bilingual Career Pathways: This program was originally developed to meet the employment requirements of Head Start programs, which require a certificate in Early Childhood Education (ECE). Under the guidance of Vocational ESL instructor Jay Goldberg, a series of courses taught by a bilingual instructor was offered to a cohort of Spanish-speaking students, the majority of whom successfully completed the necessary ECE units and went on to jobs in the community. Many of the students opted to continue their ESL education at Butte College. A new program providing Heavy Equipment training specifically for Hmong-speaking students is under development.

General Alignment and Collaboration in Support of Student Success: This overall goal of the Student Success Committee supports ongoing collaborative work between instructional and student services programs, alignment of basic skills-to-transfer level English courses, and transparency of basic skills courses for students in terms of course naming, assessment results, etc.

Learning Communities: Faculty are paired or teamed up, under the leadership of English instructor Kelly Fredericks, to provide linked courses that support student cohorts. Initially developed under the Basic Skills Initiative, some links are between reading and writing courses and transfer-level content area courses (e.g., psychology, communication studies, anthropology). Faculty work together outside of class to link assignments and adapt courses to best blend content and skills development.

On Course as a Foundation for Student Success: Recognizing the potential of the *On Course* program, developed by Dr. Skip Downing as a way to address student success in college and in life (<http://www.oucourseworkshop.com/>), it has become a priority of the Student Success Committee to offer ongoing training and support of this program campus-wide. Applicable to all disciplines and services, the On Course program on campus is coordinated by Family and Consumer Sciences instructor Carrie Roberson. Trainings are offered at all levels: as Critical Skills Workshops for students, in tutor training, for staff and management groups, and for faculty campus-wide. A one-unit On Course (EDUC 100) was implemented SP10 and is currently offered as a stand-alone course as well as part of a paired learning community.

Pathways to Success: This multi-faceted program is currently in the planning stages. When implemented, it will involve the following:

1. Meet-them-at-the-door Peer Support: Student workers from campus offices (e.g., learning center, counseling, orientation) will be trained to provide support for incoming students who assess into two or more basic skills courses. The identified cohort of students will receive phone calls prior to the start of classes (bilingual support will be provided), to ensure that they know where they need to be. Guidance will be offered once they arrive on campus, bus schedule information will be provided, as well as parking advice. Peer mentors will meet students as they arrive on campus, guiding them to classrooms, student support services, etc.
2. Passport to Success: a passport-type handbook will be provided to each student in the cohort when they arrive for assessment, counseling, or class. This passport will guide students through appropriate services to ensure that they are making use of available resources (e.g., Financial Aid, Counseling,

Student Health Center). Each service provider will stamp the booklet when the student has accessed the service for the first time.

3. Mentorships: This phase of the project was implemented SP10, under the coordination of reading and writing instructor Angela Kraemer. Approximately 50 mentors have signed on for FA10, doubling the amount of support this project supports.

Supplemental Instruction (SI): Using the internationally-implemented program developed at the University of Missouri Kansas City (<http://web2.umkc.edu/cad/SI/>), SI is a peer-supported learning assistance program in which a student who has successfully completed a course is hired and trained to be an SI Leader to support student learning in that course. Under the supervision of Learning Resource Specialist April Hennessy, SI Leaders attend class regularly, acting as model students, then schedule and lead study sessions outside of class to support students' development of successful study habits and interdependence. SI has been shown to support student success in historically challenging courses and is also being incorporated into some basic skills courses and learning communities.

Portal:

In its simplest terms, a portal is an intranet application that allows users the ability to access data and communications that would normally reside in multiple sources from a single place. Butte College is currently in the process of implementing Datatel's *ActiveCampus Portal*, and we are calling it MyBC. This application will provide the following types of functionality to our students, faculty, and staff:

- Targeted communication to different constituencies
- Access to data that is stored in Datatel Colleague
- Single sign on to several different applications (e.g. email, WebAdvisor, Blackboard, etc.)
- Department Team Sites to allow collaboration and document sharing between departmental team members
- Social Team Sites to allow collaboration and document sharing between members of social groups and committees
- My Sites to allow for individual users to store and share documents and information about themselves

Our long-term goal is to provide an application that will truly transform the way we communicate with our students and with each other. We plan to provide a single interface to numerous pieces of data and communication that are currently segregated into several different places, and we plan to convert a number of our paper-driven processes into electronic work flows.

Electronic Case Management:

Butte College currently uses a paper process called Early Alert to flag at risk students and to set up interventions. While this process has had some success, it became clear that an automated identification and tracking case management process was required to truly impact the Butte College student population.

After considerable research, Butte College has identified Datatel's *Retention Alert* application as the cornerstone of a system that will help identify at risk students, track interventions and improve student persistence and success. We will be able to automatically track key signals, such as poor GPA or manually enter other disconcerting behaviors as well as analyze and track trends. Through case management, we will help students complete their programs and achieve their academic goals.

Additional information will be posted soon on the following projects:

Electronic Degree Audit

First Year Experience

Mathematics Skills-Building Computer Lab

Native American Early College High School

Online Student Portal

Sustainability Links with Basic Skills Courses

UC Transfer Club