

College Success Initiative Project Updates: 7/11/11

A2. 2010-2011 Academic year the reassigned time for Co- Coordinators decreased to 80%, 40% student services and 40% instruction

A3. FYE Learning Community was implemented between fall 2010 and spring of 2011.

Persistence & Success:

31 students were enrolled at the time of census (September 2010), 28 received a grade, and 21 successfully completed the Math 110.

Of the 21 students from Math 110 that passed, 2 now attend CSM full-time. However, 3 new students joined the program. 22 students were enrolled at time of census (February 2011), 13 earned passing grades of C or better.

Assessment Results:

1. Identify personal, academic and career goals
 - Fall 2010 survey shows a positive change and suggests more students have identified long term academic goals.
 - Spring 2011 survey indicates that students have declared majors while in the program, 69% have chosen a major during their first year. I believe the linked career courses played a huge role in this high percentage.
2. Utilize relevant support services and resources to overcome identified obstacles
 - Fall 2010 survey assesses SLO #2. Most have positive change, although question 2 stands out. A negative change of 0.21 indicates students used less counseling services during their first semester as an FYE than during their high school years.
 - Spring 2011 survey shows some of the resources and support services students utilized. In future surveys, the "other" category will be expanded.
3. Apply academic skills across disciplines
 - Fall 2010 survey show a positive change in assessing the SLO. A possible reason for the change is the students' awareness of using the same skills across several courses; they most likely were doing it in high school as well, but

were not cognizant of their study skills.

- Spring 2011 survey shows that most students have used their skill sets in multiple courses.
4. Establish a connection with the campus community
- At the beginning the students did not make connections with the campus community. The FYE team made pragmatic adjustments to connect FYE to campus community.
 - Most students have attended several campus activities and feel a connection with the campus community.
- Although the students feel a connection to the campus, not all of them believe it is necessary for their academic success.

Based on the above data from the surveys, the team will meet to discuss the data and make programmatic changes which will be explained below. In addition, the team will discuss alternative possibilities for quantitative and qualitative measures of the SLO's. As part of the assessment cycle, the team will also evaluate the student learning outcomes.

A report shared with CSI members revealed success rates of students concurrently enrolled in Math and English were very similar to those of students who were enrolled in Math classes without English, and vice versa. Consequently, a new schedule for the 2011-2012 academic year was created to include English courses into the sequence pattern. Supplemental instructions for Math 110 and English 828 were not included due to an already high number of units (14) required. Consequently, Career 100, How to Succeed in College, will provide a heavy emphasis on study skills by fusing these two supplemental instruction courses. An added benefit to this fusion will improve continuity by decreasing the overall number of instructors in which student will interact. The following courses (with faculty names) will be linked:

Fall 2011 (14 units)	Spring 2012 (13 units)
Math 110 (Vanson Nguyen)	Math 120 (Vanson Nguyen)
English 828 (Jarrod Feiner)	English 846 (Jarrod Feiner)
Communications 120 (Cherakah Cunningham)	Counseling 100 (Staff)
Career 100 (Staff)	

In addition, the First Year Experience Learning Community will add a second cohort specifically targeting Latino students in Math 811 level through FYE-LEAP. The FYE Learning Community will plan to add the following components in 2011-12:

- **Mentoring**

Six FYE students have volunteered to mentor the incoming class. Curriculum for the mentors is being developed by the faculty and a few trainings will be held over the summer to orient the mentors.

- **Further Faculty Collaboration**

The participating faculty members have been meeting since April to plan for the fall semester. The discussions have consisted of planning curriculum, integrated assignments, and connecting to campus events.

Additional topics for planning and discussion are:

- ✓ ropes course
- ✓ specific timeline for integrated assignments
- ✓ mentoring curriculum
- ✓ student learning outcomes and assessment
- ✓ guidelines and policies across the courses

Regularly schedule meetings will be determined in August, once school begins.

B2. Early Alert Report 2010 - 2011

In Fall 2010, The Early Alert Program received 332 Early Alerts for Skyline College students and in Spring 2011 the Program received 366 Early Alerts for Skyline College. Out 698 Early Alert students, one 130 one Early Alert students utilized the Early Alert counseling services. These students. In the Fall of 2011, we would like this appointment number rise even higher. The additional counselor would enable us to strive to see more students.

One of the interesting components of the program was the partnership with Vanson Nguyen's basic. In Fall 2010 we did several classroom visits and worked with the MATH 811 students to make sure they understood their student educational plans, the importance of counseling appointments, early registration and the distribution and explanation of catalogs. The Early Alert Program worked with the FYE Program. A survey was given to FYE students at the end of the year to identify Early Alert services that were beneficial for students. The survey results overall were positive and provided further evidence that the counseling component in the classroom continues to add the necessary information to keep first semester students in school and help them understand the academic requirements to obtain a certificate, associate degree, and/or bachelor's degree.

During this academic year we have presented our Early Alert program to the Basic Skills coordinating committee, Canada College Early Alert Counselor, and the

District Matriculation Committee. The response to the program has been favorable, but the team will continue to make program improvements. It was suggested at the District Matriculation meeting that we attend and present the program to the National Council on Student Development. After reviewing the proposal with the team, it was decided that we would try to present the following year once we have some research completed. Our district meetings have focused on Skyline's ability to sustain the Early Alert program, our process and procedures. In the Fall, Skyline will organize a district Early Alert meeting in an effort to share our procedures with the other campuses in the district. Skyline will put the meeting together and invite both CSM and Canada. The results of this meeting will be presented in the Fall 2011 report.

In Fall 2011 we will utilize an electronic filing system to organize our Early Alert student information and will continue to work with the Basic Skills faculty and students. This semester we have invited several basic skills instructors to partner with us in Fall 2011 and to provide basic skills students with the most accurate, up to date information regarding educational procedures and requirements here at Skyline College. The team will strive for more faculty participation by having the Deans of Language Arts and Science Math and Technology encourage the use of Early Alerts.

The data regarding the use of Early Alerts shows a consistent increase in the use of Early Alerts over the last several years. The cumulative GPA's are increasing while the retention rate continues to decline. The success rates vary from 21% to 23%. In fall 2011 the team will be looking at a group of Early Alert students and will attempt to see how they are doing and whether they are successful in improving their grades. This type of research will need the assistance of the Research office. The team will consult with the Research office early in the Fall semester to begin the pilot design.

B3. Orientation

In Person Orientation continues to offer students Career 410 for no credit. Counselors assist students by completing an SEP at the Orientation session. An Orientation Workbook used in all In- Person Orientations is provided to all students. The On-line Orientation is being modified and an Orientation Workbook similar to the in-person workbook has been completed. This Orientation Workbook will be piloted in subsequent semesters. Pilot studies were conducted on In-Person Orientation and on-line Orientations. The study seems to indicate that both methods of Orientations serve different student populations thus making it difficult to draw comparisons between them.

B4. Welcome day has been tabled for future consideration as a college wide effort.

B5-6. An extensive report in progress, Success through Math at Skyline is currently in progress and the draft is attached to this e-mail. (SEE REPORT)

B7. Outreach was not funded through CSI but measure G

C1. In the Fall of 2010 five faculty members attended On Course II training held in Burlingame, CA. This intensive training was the follow-up On Course I and we learned more learner-centered strategies for the classroom, but more importantly we focused on curriculum design and advanced facilitation skills.

The OCII training team focused for months on designing a “Train the Trainer” flex opportunity. However, because of the large amount of material, we soon learned we did not have enough time to cover all of the material in a comprehensive approach. We revised our plan for a campus training and decided to facilitate two separate mini-workshops during the March 2011 Flex Day. During Flex Day we focused on two key On Course concepts – Self Motivation and Self Responsibility.

The workshops focused on Self-Responsibility and Self-Motivation as “mini-workshops”
(facilitated as a 2.0-2.5 hour for each workshop)

The March 2011 flex workshops were well attended and we received many positive responses by the participants. The discussion per workshop was rich and faculty commented how they appreciated having the opportunity to come together to discuss the issues of responsibility and motivation in their classroom.

Other on Course activities for 2010-2011:

- *Presenting at the On Course National Conference (April 2011) – Nate Nevado (Counseling), Jarrod Feiner (English), David Hasson (Math), and Melissa Komadina presented, “To- Through-and Beyond: Skyline College’s Story” to discuss how Skyline has implemented On Course strategies across disciplines. Nate, David, and Jarrod demonstrated how they have incorporated On Course into their curriculum. A video highlighting On Course and our faculty and campus community was created and shown at the conference.*
- *Partnership Training w/ Butte College (June 2010 and June/July 2011) – Butte College has been hosting ON Course trainings for their regional community colleges and have invited Skyline College to participate. Last year, three Skyline faculty from Counseling participated in the OCI training. This year in June and July 2011, Butte College is hosting a free training and Skyline will be sending approximately 7-10 faculty to participate in this*

unique opportunity!

- *Class Presentation – Melissa presented for Jennifer Merrill on Self-Management (Time management) strategies for her PSY 100 class. She expressed concern early on in Spring 2010 semester how students seemed not prepared for their first exam. After an informal survey she found many students were juggling multiple responsibilities. Since the presentation, she said her students performed much better on their mid-term exam. Many students had adopted the time-management techniques discussed during the presentation.*

RECOMMENDATIONS:

- **Host OC I (3-day) On-Campus Training in January 12, 13, 14th 2012 - ideal to include new Skyline faculty, staff, and administrators**
- **Identify interested Skyline faculty & staff to attend OC II Training in Spring 2012**
- **Ask On Course trainees to present at Flex Day(s) their stories and experiences using On Course strategies & principles**

Melissa has offered to coordinate the OCI on-campus training for January 2012 *if* funding is approved. Identifying faculty for On Course II for Spring 2012 will be made as an interdisciplinary and based on interest level. There are faculty who have expressed interest in attending OCII and so they will be encouraged to apply for professional development funding. They will be asked to consider presenting at the following flex opportunity in January 2013 (since Fall 2012 is usually designated for district and divisional meetings).

FIPP – Faculty Inquiry Partnership Program – El Camino College. Melissa learned about this

program at the On Course Nat'l Conference. She has interest in doing a site visit to understand how this program, which adopts On Course as the professional development activity, is incorporated into PD at El Camino College. Melissa may consider this as a future side-project with other interested Skyline faculty, permitting time and available resources for funding a site-visit expense(s). If pursued, this would be requested through Skyline's Professional Development committee.

C2. Funding for Basic Skills Professional Development for Faculty and Classified staff was forwarded to the PEDAC Committee for distribution. CSI Co- coordinators collaborated with the PEDAC Coordinator to establish guidelines for the PEDAC

Committee. The PEDAC Committee will follow these guidelines for awarding Basic Skills Professional development Projects. BSI is providing \$15,000 for the Faculty and \$5,000 for classified staff to be used for Basic Skills related professional development activities. NOTE: Staff funding of \$5,000 is broken down into \$1500 for the classified retreat and \$3500 for group and/or individual professional development activities.

C5.
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Summer Counseling Institute is planned for August 5th for all full time and part time Counseling faculty. Training sessions will be conducted on Career Counseling techniques useful in working with Basic skills students, Degree Audit, and best Practices in Teaching Counseling 100 classes.

The CSI Report will be shared at the training session to solicit feedback from counselors as to future implications of the Basic Skills data for the Counseling Department. .

D7. Supplemental instruction continued the same as the past. Two math courses of Math 811 and one section of Math 110 were offered. Two English courses were offered in English 826 and English 836 for Fall 2010 and Spring 2011. For the Fall 2011 semester five courses will be added in English with supplemental Instructions.