



FOOTHILL COLLEGE
Student Success Collaborative
Tuesday, February 14th, 2017
MEETING MINUTES

LOCATION: Room 1901
TIME: 10:30 AM – 12:00 PM

ITEM	TIME	TOPICS	LEADERS	EXPECTED OUTCOME
1	10:30-11:15	Basic Skills Population Data	Kuo	Discussion
2	11:15-12:30	Proposed Alignment Model	Workgroup	Discussion

PRESENT: Kelaiah Harris, Angel Tzeng, Carolyn Holcroft, Elaine Kuo, Micaela Agyare, Lan Truong, Adrienne Hypolite

1) BASIC SKILLS POPULATION DATA

At the previous Student Success Collaborative discussion, the collaborative confirmed the initiative would focus on students with basic skills needs (which is part of the at risk population in the 3SP). This student population group would align many of the initiatives already identified in the SEP, 3SP and BSI plans. The collaborative will need to determine what specific initiatives to pilot to serve those with basic skills needs. Elaine Kuo and Angel Tzeng discussed student enrollment data in basic skills courses for ENGL, MATH, and ESLL pathways. In fall 2014, there were 225 students enrolled in ENGL 209 for the first time. In fall 2014, there were about 110 to 120 first attempt students in 1S. The college conducted a multiple measures pilot in ENGL and MATH 10 for this past fall, and this effort resulted in some students placing at higher levels and out of the basic skills level.

ESLL 226/227 was challenging to track because of the concurrent enrollment course requirement. Angel will continue to work on the data. ESLL 249 is a recent addition to the pathway and has been a co-requisite to ESLL 25; currently students do not need to enroll in both courses at the same time. Note that the ESLL department is in discussion to discontinue offering ESLL 26 as students tend to enroll in ENGL 1A over ESLL 26 as the latter fulfills UC transfer requirements. Some international students do not end up taking ENGL 1A because ESLL 26 is a prerequisite to ENGL 1B; therefore students take ESLL 26 and then enroll in ENGL 1B. Students can also take ESLL 25 and move directly into ENGL 1A.

The ESLL success and retention rates tends to be higher compared to math and English. There is a small number of the targeted student population in the ESLL cohort. The SEP identifies disproportionately impacted student populations for each indicator, but it is uncertain if this population definition also applies in the 3SP plan.

There were 241 students enrolled in MATH 220 for the first time in fall 2014. In the same term, there were 139 first attempt students enrolled in Math My Way. The Collaborative would like to look at the repeat rate for Math My Way.

Angel will continue to work on the data to identify first time new students attempting the lowest level of the ENGL, MATH and ESLL courses. The first time new student population will be the pilot group and based on the data presented, there will be roughly 200 students at the lowest level for each department (ENGL, MATH, and ESLL).

2) PROPOSED ALIGNMENT MODEL

The collaborative identified three initiatives for alignment at its previous meeting: professional development, mentoring program, and early intervention. Majority of the early intervention initiative referenced to Summer Bridge, 3SP, and Early Alert. The collaborative discussed integrating early intervention in class and out of class, specifically through wrap around services.

As defined by the collaborative, the goal of these initiatives is to focus on the students with basic skills needs and their course completion through transfer level. The initiative seeks to support students to successful completion of ENGL 1A, and either MATH 10, MATH 11, MATH 12, MATH 17 or MATH 48A. The Collaborative should be mindful that not all students seek to transfer to a four-year institution and may see completion in an Allied Health program as their educational goal. The Collaborative will have more discussions regarding students who don't wish to transfer.

The Student Success Scorecard reviews data for first time new students and tracks their outcomes over six years. One of the intermediate outcomes that has been added onto this year's Scorecard is to track students to see if they successfully complete transfer level English and Math after one and two years after initial enrollment. If students are pursuing Allied Health programs, then the Scorecard data for these measures may effect a lower completion rate; however, the number of students enrolled in an Allied Health cohort program is much smaller compared to the broader general population of first-time new students.

The alignment effort can be broken into three main initiatives; professional development, mentoring, and early interventions. The focus of professional development will target instruction while early interventions focuses on student services efforts. The mentoring component can emphasize both a student peer to peer mentoring and faculty peer to peer mentoring models; student services will provide primary support for early interventions (e.g. Owl Scholars and Summer Bridge).

The professional development component will be tied to instruction and could include components currently in the FTLA. If the FTLA cohort could be organized by the end of spring then training can take place in late summer. The Collaborative also discussed team teaching, if the basic skills courses can be attached to another course for curricular overlap of math and English. It would be nice to use this model to address students who have needs in both areas (math and English).

The student service component will include Owl Scholars (Early Alert) and Summer Bridge. Other early interventions can occur in general counseling, tutoring (Pass the Torch, TLC, STEM Center), supplemental instruction and general programming (workshops).

Currently, Early Alert does not have the capacity to serve the entire basic skills population. While Early Alert will be hiring an additional student success specialist to support the expansion of services, the Collaborative will need to discuss whether the additional capacity can serve all students with basic skills needs. The current student success specialist supports the Language Arts division and Adrienne Hypolite supports PSME, particularly the math courses.

Once Starfish has been piloted, this software can allow for the expansion of Early Alert to support more basic skills courses. It is anticipated that Early Alert will expand course offerings served this fall as the new student success specialist position can provide additional support. Starfish will provide support to current Early Alert courses to streamline the process before it is introduce to the entire campus. Ideally, instructors

will be able to connect with services without going through Early Alert, and allow students to self-identify their need for support. Students who self-identify and request support receive follow-up from the Early Alert staff, but not all students who are referred respond to the staff. Starfish will require more discussion and it is expected it will have an impact on the Early Alert staff workload.

Early Alert also houses the Owl Scholars program, which primarily provides support for the students through instructor referrals. Owl Scholars operates similar to the case management style; however, it has limited capacity and cannot support the entire campus. Eventually, Early Alert would like to expand Owl Scholars and work with other classes for instructor referrals, but this will require a larger discussion with the stakeholders. This would be a good opportunity to explore incorporating the Summer Bridge programs with other early intervention efforts. Should the Collaborative choose to pursue this option, the group may want to consider reviewing data for the Summer Bridge programs.

The Student Success and Retention Team can help manage the process to ensure the students with basic skills needs are receiving the support they need (such as through Owl Scholars) and Early Alert would work with the larger basic skills population. The tutoring component as part of an early intervention can respond directly to the students' academic needs. There was some discussion on how to incorporate Starfish with the aligned initiatives. For this purpose, the population will need to be defined as all basic skills students or first time basic skills students. There was a suggestion to identify the students by first identifying the instructor that will be participating in the Starfish pilot. However, Starfish is structured to operate by the class so it cannot single out students or instructors. The Collaborative continues to be mindful that Starfish is labor intensive and requires participation from the faculty. There was a suggestion to flag the cohort that would be a focus of the alignment effort, so students are entered into the data system and can be tracked.

For the purpose of the plan, the Collaborative can identify a specific student group within the Early Alert student population to pilot the initiative. Alternatively, the Collaborative can focus on all basic skills classes at the lowest level for fall quarter. It may be best to start with a smaller population and expand as needed. The Collaborative agreed to identify the population as students attempting basic skills courses for the first time in ENGL, ESLL and MATH. There is an effort to pilot through the TLC the use of non-credit faculty as embedded tutors in ESLL and basic skills ENGL courses. These non-credit faculty could be also used to establish a tutoring program. Note that the STEM Center and Pass the Torch are other services that offer tutoring for students. There is some concern that the expansion of noncredit faculty as embedded tutors in ENGL and ESLL will impact Pass the Torch, but it was noted that Pass the Torch has very specific parameters, focusing on student tutors and student-tutor matches must be identified by the fourth week of classes.

General programming can provide students with productivity workshops or study sessions facilitated by different student services units. The learning community coordinator, which the college would like to hire in spring quarter, could assist in coordinating and supporting these workshops for the learning communities under the supervision of the Director of Equity Programs.

There was a brief discussion on whether the plan should identify two pathways: 1) the learning community and 2) first attempt basic skills students. But due to the multiple measures initiative there may be many students who no longer will be placed at the basic skills level. The Collaborative noted that there is an assumption that students who place in higher level classes due to multiple measures will be accurately placed and successfully complete the course. However, this assumption is based on the belief that the instructional component needs no assessment, changes or improvement. When multiple measures is implemented, there should be an automatic flagging of students to identify this group so additional support and resources can be offered or provided, if needed.

The Student Success Retention Team will provide additional support at this level. There is still a need for coordination that extends beyond what each of these areas (instruction and student support services) are doing. The mentoring component(s) will be the connection between the instruction and student support services. CAP currently has a mentoring program but it serves a limited population and students are not being tracked in the banner system. It is possible to track these students using their CWID to determine if these were basic skills students. Elaine will meet with Antoinette Chavez to discuss the logistics of the CAP mentoring program. Puente also has a mentoring program, but the mentors are college graduates and the program is working on becoming more systematic. Another possible opportunity to gather information about mentoring programs is the FEI. The FEI is in the process of developing a mentoring program for students to mentor families. The DRC and VRC have academic coaches but this is not a peer-to-peer model. Should the Collaborative identify a method to model or expand upon, the group should advocate to pay student mentors or provide stipends.

Further discussion on faculty peer-to-peer mentoring will need to develop a framework. By spring quarter the Collaborative aims to have clearly identified initiatives so the Student Success and Retention Team can begin implementation work. There may be a need to have at least one joint meeting with both groups next quarter.