**Skills4success Subcommittee reports for May, 2013**

**S4S Research Update – 5/23/13**

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| **S4S Project** | **Research Plans for 2012-13** |
| **Announcements** | * None |
| **FYE** | * Upcoming: * Fall 2012 semester survey: Report being edited * 2010-11 cohort: How many degree/ applicable/transfer level applicable units have been earned to date? * All cohorts:   + Who persisted?   + How many have completed 30 and 48 units?   + How many have completed a degree and/or transcriptable certificate?   + How many have progressed to degree applicable/transfer level math and English? * Drafting Orientation Days survey for 2013-14 cohort |
| **S.L.** | * Success and retention analysis   + Editing Spring and Fall 2012 research briefs   + Need to discuss how frequently success and retention analyses should be conducted in the future. |
| **Math-075** | * The Research Office is coordinating research activities with the Community College Research Center and conducting success and progression analyses. |
| **English-096** | * The evaluation of the proposed accelerated English course will collect quantitative data related to needs being met through the pilot project. Specifically, the analyses planned will examine the degree to which the pilot course results in improved success in basic skills English and progression to and success in transfer level English compared to students who follow the traditional path of one course per semester. Information is intended to both assess the progress and outcomes of the pilot project as well as inform decisions to improve pedagogy for basic skills English curriculum and student learning. |
| **Learning Consortiums** | * None |
| **Other** | * + Over the summer the Research Office will be conducting additional analyses using the Scorecard data to try to understand more about the cohorts. Specifically, one thing we’re trying to understand is why the persistence rate is lower for “prepared” students compared to students in the “unprepared” category. |
| **Non-Credit to Credit Transition** | * Need to develop research plan. * Need to analyze placement test data from locally developed test. Working with Debbie Rio on this analysis |
| **Reminders** | * **Fill in OneNote**. Contact Catherine anytime for help with this. * Capture documentation of anything that provides evidence of changes and student success as a result of your work (i.e. video documentation). |

**SCV Math Learning Consortium   
Update for S4S Committee Meeting on May 23, 2013**

During the summer and in 2013-2014 the Math Consortium hopes to create a math course(s) for the junior/senior year that is contextualized to CTE fields. This course(s) would then be offered at the high schools in the 2014-2015 school year. Currently some juniors are asking their math professors what type of non-AP math class they can take their senior year.

Pilot testing for the Smarter Balanced exams took place at Canyon High. Computerized testing was a challenge for the students. Some problems allowed students to use a pop-up scientific calculator or graphing calculator. The graphing calculator was used for a regression question. Some questions did not allow calculators. There were two portions to the math exam with the second portion requiring a lot of reading and having the students answer six questions based upon one table. Students needed to type paragraphs for answers on the second portion of the math test and type explanations for their answer in the first portion of the test. The students were tired as they took English tests one day and math tests the next day. Next academic year the piloting of Smart Balanced exams will expand throughout the high schools in the district. Eleventh graders will be tested on everything up through Algebra II/Trig. Tenth graders will be tested on Algebra I, Algebra II, and Geometry. In the future the Smarter Balanced exams will be given to 7th, 8th, and 11th grade students.

Possible sequencing changes due to Common Core are still in discussion at the high schools. Here is what they are currently discussing: (1) What algebra is called now in high school → algebra in junior high, (2) Geometry → geometry and trigonometry, and (3) Algebra II in high school → Pre-Calculus material.

The Consortium may be requesting additional research to look at students from the Hart district with a GPA below “x” and no math during their senior year to find out what they do at COC whether it is completing a certificate, completing an AA, transferring, or dropping out.

Two four-hour Saturday Math Preparation Workshops were held at Hart High in April. Twenty-four students from Hart and Bowman attended the first Saturday, and eleven completed both sessions from beginning to end. Students were introduced to a narrated version of the math video “How To Be A Successful Math Student”, completed a pre/post test, reviewed arithmetic and elementary algebra problems with COC math faculty, and had various other questions answered such as where to take the placement exam (shown via google maps.) Solutions to the math problem packets were given to students at the end of the second day. The Consortium discussed changes for future workshop offerings.   
  
Meeting Dates for Fall 2013 will be the third Tuesday of the month (September, October, November) from 4:00-5:30. The Math Consortium has held their meetings in the University Center.

**SCV English Learning Consortium**

The SCV English is having its final meeting next Tuesday. We will be norming a set of English 096 (Acceleration) essays. Instructors felt that this would be more valuable than the classroom observations that we had preliminarily scheduled, so the observations have been tabled until next semester.

FYE Update May 2013

* The 2012-13 FYE program is coming to a close. In addition to guaranteed units in English, math, and general education classes, students have completed Counseling 010 – Career Exploration during spring 2013. Students were also required to complete four Supplemental Learning workshops or Guided Learning Activities, and attend four office hour visits with their professors.
* Jose Martin has been hard at work modifying and adding to the redesigned FYE website. Two new pages were created: the *FYE Application* page and the *FYE Orientation* page. Both pages are designed to assist students in the application process for the 2013-14 FYE program. Chad Estrella built the actual FYE Application, which links to a Microsoft Access database that collects all relevant applicant information for review.
* The 2013-14 FYE application period began May 1 and concluded May 20. In order to qualify for the program, students must have completed their COC Application, COC Online Orientation, math and English assessment, and place below transfer-level in both math and English.
* Application review has begun for the 2013-14 program. All admitted students will be notified by Friday, May 24. Program participants will be directed to sign-up for the FYE Orientation on June 3rd.
* The *FYE Orientation* webpage provides a description of the key objectives of the orientation, and also includes an agenda for the day. The program will include a panel presentation from former FYE students, as well as workshops conducted by Instructional and Counseling Faculty. Students will also receive guidance on using MyCanyons from A&R staff, and will register for fall 2013 classes. FYE Orientation will be held July 8, 9, 10, and 11.
* Chad Estrella and Linda Maricle have constructed the FYE Orientation online registration form and SARS database.
* Participating students will be required to sign a contract confirming their understanding and compliance with all FYE requirements in order to qualify for spring 2014 registration.
* We intend to require a Service Learning component to the fall 2013 FYE requirements.
* Catherine Parker from Institutional Research has completed the 2013 FYE Orientation Survey.
* Planning has begun for the 2014-15 FYE program.

**Supplemental Learning Update**

* Supplemental Learning continued to offer workshop, GLAs, and practice jams to meet student needs in The Learning Center this semsester.
* Jose Martin has been working hard to make **Supplemental Learning Curriculum page for faculty.** The goal for the page is for faculty to access all components of the supplemental learning curriculum, including workshops and guided learning activities. We hope to have the password protected page available to faculty for Fall 2013.
* SL committee worked together before the start of this semester to create a sample SL sheet which was implemented by some faculty. The sample SL sheet had a suggested due dates for the SL assignments. This new strategy for due dates helped students not to wait for the last few weeks to complete the SL requirements and it also helped TLC. During the last semester at this time there was a big group of students in TLC waiting to complete GLAs which created lines in front of GLA room and there was a wait time. This semester it is dramatically better compared to last.
* The table below shows some data comparison Fall 12 vs. Spring 13. As indicated, the number of students completing GLAs within the first 8 weeks of this semester doubled compared to last.

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| **Fall 2012 (week 8)** | **Spring 2013 (week8)** |
| English GLAs = 1310 | English GLAs = 1322 |
| English/Soft-Skills Workshops = 501 | English/Soft-Skills Workshops = 528 |
| Math GLAs = 474 | Math GLAs = 983 |
| Math Workshops = 305 | Math Workshops = 310 |
| Math Jams = 97 | Math Jams = 126 |

* Next SL meeting is scheduled this Thursday, May 23rd from 1-2. The goal of the meeting is to talk about and plan the GLAs and workshops for next academic year.

**Acceleration Subcommittee**

The Acceleration subcommittee began this semester.  The subcommittee has been looking for new members and working on a mission statement and goals for next semester.

# Non-Credit to Credit Transition Meeting Update

From April 22, 2013 2:00 PM MENH-246

**Attendees:** Jasmine Ruys, Susan Prier, Bernadine Smalley, Michele Wegter, Ann Lowe, Garrett Hooper, Kari Soffa, Diane Stewart, Debbie Sall, Denise Grzesiak.

1. Approval of last meeting’s minutes: The minutes were approved from the last meeting.
2. Summer Bridge Course Content:
   1. Instructors – There was a discussion about who would teach the math and English courses. The minimum qualifications for Non-Credit instructors is a Bachelor’s degree in the major being taught. But for counseling, because there is no undergrad major, the requirement would be a Master’s degree.
   2. How the classes will run:
      1. Counseling– 8:00 am to 9:15 am Monday through Thursday
      2. Math – 9:30 am to 12:00 pm Monday through Thursday
         1. Requires completion of Math-025, or eligibility for Math-058.
         2. (Ann says that it was actually incorrect of us to use a credit class as a prerequisite for a non-credit class per the President of the Academic Senate).
      3. English – 1:00 to 3:30 pm Monday through Thursday
         1. Requires eligibility for Eng-081.
   3. Prerequisite Challenge at the end? – Instead of allowing a student to prereq challenge after taking the Summer Bridge classes, a student will be allowed to retest to see if they assess at a higher level.
3. Flyer/Advertisements:
   1. Do we market to FYE students? (Because the FYE program this year is targeting those who assess at below college level English and math). No, this program is geared more towards ESL students for now. We wouldn’t want to market the Counseling class anyways to FYE, because Couns-111 is so similar to the content of the Summer Bridge Counseling class, and Couns-111 is required of FYE students.
   2. What about books? They are not required, but suggested. This may create questions though, because the flyer says that the ***classes*** are free. (Parking also would have to be paid for). The flyer will be redone so that this is a little more clear.
4. Survey of Non-Credit Students – Diane and Jasmine want to do a survey of the Non-Credit students to determine if they are interested in becoming credit students.
   1. We currently have no baseline to this question, so this information would be helpful. Anecdotally, it seems to vary from term to term, per Diane.
   2. Should we build our programs for those that do want to make that transition or for just a few (say 30 students or so?).
   3. Some at the meeting mentioned that this type of survey may already have been completed before. Jasmine will check with Daylene Meuschke.
   4. Questions might include:
      1. Why are you attending COC?
      2. What is your goal while at COC?
      3. Do you want to obtain a certificate?
      4. Do you want to obtain an AA/AS degree?
5. Other Ideas? –
   1. When will the flyers go out? Jasmine says they’ll go out by tomorrow.
   2. Do we have specific information as to why the Summer Bridge program did or did not work the last time it was offered? [Question not addressed in meeting.]
   3. Do we have a minimum number of students that need to be enrolled for the program to fly? No, we don’t have that information. We are okay with teaching to just a few students, but ultimately it will be up to Audrey Green.
   4. Kari suggested that it would be helpful for us to collect information regarding how the student heard about the program.