STUDENT SUCCESS TASK FORCE

✓	Dennis Bailey-Fougnier		Matt Halter		Ekua Omosupe
✓	Kathie Welch	✓	Ian Haslam	✓	Margery Regalado Rodriguez
✓	Tama Bolton	✓	Laurel Jones	✓	Beth Regardz
	Arturo Cantu	✓	Sheryl Kern-Jones		Barbara Schultz-Perez
	Phil Carr	✓	Victoria Lewis		Alex Taurke
	Joseph Carter	✓	Michael Mangin	✓	Francine Van Meter
✓	Vicki Fabbri	✓	Rachel Mayo	✓	Terrence Willett
✓	Rick Fillman	✓	Diego Navarro		

Jennifer Cass substituted for Alex Taurke

MINUTES
March 20, 2014
9:00 a.m. - 11:00 a.m.
SAC East 225

1. Subcommittee Reports

Best Practices and Tool Kits for Faculty
- Subcommittee name change to "Faculty Committee on Student Success".

This group is very active – meets twice a month. There 26 on the committee and there are seven interdisciplinary teams; lots of collaboration. The seven interdisciplinary teams are part of one of the committee projects: The Faculty Consultation Network.

- The entire group will have a follow-up meeting in May to plan for innovations for fall.
- Faculty have been visiting classes in other disciplines; interesting to see their students in different learning environments, teaching methods.
- More interest/enthusiasm than ever in teaching. The mini-conference flex activity promoted conversations and there will be an encore Tasty Bites.
- Resources are needed.
- Next subcommittee meeting topics:
  - Professional Development
  - Acceleration, especially for basic skills
  - Marketing outreach and transition for area high schools
  - Clarifying pathways – support for students to navigate through their college programs
- Subcommittee reporting out is not as efficient as coming together to make decisions and collaborate; suggest reporting via email or Google docs and take actions at meeting.
- Many students are lost after they start college.
- Pick an issue, discuss, problem solve together, make recommendations.
- Get the tools out to other faculty.
- How to close the gap between great and not-so-great instructors and how to bring in instructors who don't realize they are underperforming?
- Use the Strategic Plan to request resources.
- Organize large, codified groups to make recommendations and ask for resources.
- Include non-faculty in discussions and trainings since staff need teaching skills as well.

Learning Communities/Cohorts/Basic Skills
- Committee meets monthly.
- Piloting an opt-out program for those who come late to go to a learning community.
- Collaboration through assessment and orientation; assessment time is extended to include a post-assessment orientation (immediately following assessment) specific to learning communities.
- PRO has data on every student who has taken a basic skills class; how effective have we been? Terrence is merging several data streams.
- Student Equity Plan: closing the achievement gap.

K-12/Cabrillo Course Alignment/Common Core
- S4C structure is in transition for a more flexible model.
- Opportunities for K-12 beyond S4C.

Cost Analysis Per Successful Student Analysis
No report.

Distance Learning/MOOCs
- Cyber sessions (17 sections) have high enrollment and 8 sections have full waitlists (SROS): 4200 total OL enrollments to date (Enrollment Tracker).
- New online degrees and certificates; online grid shows requirements and when courses will be offered.
- Discussion about how best to communicate with students. Data shows email and face-to-face methods are preferred. Texting costs students money.

Enrollment Management
- Deans and program chairs have been involved; faculty and program chairs will be invited to an enrollment management training at CPC.
- Outreach and recruitment meetings have discussed high school recruitment strategies; recommendations will be taken to Cabinet.
- "Right-sizing" departments/divisions – Faculty Senate will discuss another term for this; different responses to CTE versus transfer level classes, FTE, and "return on investment" were discussed.
- To grow enrollment: encourage full-time enrollment or more units; understand why students leave; retain remedial students; focus on underprepared students for transfer level courses; incentivize early English and math classes; evaluate our assessment tests; identify underprepared students and suggest support programs.
- Prepare for the end of Prop 30 in five years; college must be fiscally sound; identify important pieces and have the structure to sustain them.
- Schedule where the demand is.

Acceleration

- Group has met three of their scheduled five times; fifth meeting will identify formal status and recommendations.
- The definition of acceleration and the strategies are on the Google site.
- Suggestions:
  - Shorten sequences from two through five classes for transfer to one pre-transfer level class that leads into a transfer level class; entry support – the more successful students are early on, the more successful they will be at the next level.
  - Encourage students to study for their placement test so they are prepared and don't under-place.
  - Offer shorter, intensive classes so students can complete two courses in one semester.
  - Better high school alignment/articulation to avoid high school class repetition.
  - Adult education to help with basic literacy skills.
  - Google sheet to list the benefits and concerns of various strategies.
  - Resource costs (startup and ongoing).
- Next meeting: findings to date and directions where to go; from exploratory communication to implementation communication.

2. Draft Template for Funding Requests

The draft template will be taken to Faculty Senate for input. Instead of including the Core Four, the Strategic Plan and Student Success initiative should be referenced.