

Completion Initiative Workgroup Meeting Notes

Tuesday, April 3, 2018

2:00 – 4:00 pm

ST107

Present: Greg Aycock, Melissa Bader (co-chair), Cathy Brotherton, Peggy Campo, Kaytlyn Contreras, Marshall Fulbright, Mark Hartley, Azadeh Iglesias, Samuel Lee, Tenisha James, Lisa Martin, Jethro Midgett, Colleen Molko, John Moore, Gustavo Ocegüera, Jason Parks, David Schlanger, Erin Spurbeck, Erick Torres, Desiree Wagner, Caitlin Welch

Absent: Monica Green (co-chair)

March 6, 2018 Meeting Notes Review

- No changes

Brief Pillar Reports

Clarify the Path – Melissa Bader

- We are in the middle of an institutional reorganization around Schools that the completion initiative has driven
- Everyone was encourage to attend the meetings or open forums for the institutional reorganization
- AOE's that have been developed have been sent to Lenny Riley to be posted in the Norco college website
- It was mentioned that AOE's might be eliminated. Some colleagues are using two general transfers AOE's for STEM and non-STEM. This is something it should be brought up at the district level to decide the way we want to go
- The main goal is to get students on a path
- John Moore mentioned that getting rid of the AOE's is not a bad thing. Other colleges have re-structure everything and have more majors that are specific. Universities want students that focus on majors.
 - i. Schools/Meta Majors (James & Gustavo)
 - In the fall we will have eight by cohorts by School's FYE programs
 - ii. Clear and directed Pathways
 - iii. Trailheads need to be modified for AB705 compliance changes in basic skills

Enter the Path – Tenisha James/Gustavo Ocegüera

- A model was presented for the first year experience program-Handout
- The program will team up with Summer Advantage and identify 240 participants. Students will register in English 1A and guidance courses.
- The model contains the following elements:
 - Early registration
 - Book for English and Guidance Courses
 - One student success coach per 120 participants
 - Access to school counselors, faculty mentors, and peer mentors
 - Embedded tutoring and supplemental instruction
 - Social and educational activities

- Forming a faculty advisory group for the STEM grant writing. An assessment will be completed and utilized at the end of the semester using various parameters.
- 75% percent of students are tested and place at English 1A level now
- The program focuses on the groups below 2.60 cum high school gpa
- Students will be selected by using the equity measures and cumulative high school gpa. If they have more than one measure they will be selected
- Students are given the opportunity to opt out of the FYE program
- It was suggested to use the data for AB705
- The entire class will be taking the parent course and going to the same support class with the same instructor
- The program is still trying to figure out how to preregister students to the guidance courses
- Students will receive a letter ahead of time informing them that the classes will be before 1:00 p.m.
- It was pointed out that students need assistance registering after their assessment
- Dr. James will share data about students in regards to the calling center:
 - Of the 7,405 students with spring registration dates who were not enrolled in classes on the call list, 3,536 students subsequently enrolled in 11,159.5 units in spring equating to 371.9 FTES with \$1.9m generated for RCCD.
 - 5,455 students with registration dates initially had zero units but had completed their assessment prior to the call. Of these students, 1,787 (21.5%) enrolled in spring courses.

Stay on the Path – John Moore

iv. College to Careers

- About 3,400 students have at least one unit of enrollment but never have met with a counselor
- Exploring different avenues how to reduce those numbers
- Starting this week, counseling is calling students to schedule appointments
- Also launching a SARs messaging system inviting students to meet with a counselor and get an Ed plan
- We should be asking the following questions to students: what do you want to be and where do you see yourself in the next five years
- Dr. Campo inquired about faculty compensation when making the calls or doing these extra duties. Faculty should not feel obligated making phone calls

v. Models of Student Care

- Students like to be part of the focus groups
- Mentors have not been given direction by faculty members
- The following suggestions were made for marketing the Schools and providing vital information to students:
 - To have at the Palm Pathway an activity using the four Schools with faculty volunteers and peer mentors. Have informational items for students
 - To participate on the Health Fair Week on May 9-10th and the Day of Inclusiveness on April 19th from 10-2 p.m.

- For the completion initiative workgroup to coordinate a campus wide Schools event. Designate 3-4 days and have counselors and faculty participate.
- Purchase E-Z ups with colors of the Schools (they can be purchase by Title V grant)
- Have list of the major courses that will be offered for each School and the pathways sheets to hand out to students

vi. Faculty Advising

- The Center for Student Community College Engagement, Show Me the Way, is a great source of information. In regards to advising, the keyword is faculty engagement with students. How should we build programs so students can feel engaged with faculty?
- Need to have a district wide policy for faculty advising. CTA has to discuss this topic.

Ensure Learning – Quinton Bemiller/Greg Aycock

- USC Center for Urban Education Equity Mindedness is a two-day institute and a yearlong commitment. Faculty from all four Schools will be attending this event
- During summer and fall, classes will be restructured with an equity pedagogy
- Professional development committee are disseminating this idea to other faculty
- A group of faculty members attending Leading from the Middle leadership program. The area of focus is offering professional development to support faculty and staff in a guided pathways structure.
- Three key elements were presented to NAC. What are we going to do for assessment at the college considering that there's never been a platform to start the launch
 - How well the SLO's align and to what end we ensure students success reflected in assessment
 - SLO's to add to a resume and use for transfer
 - The program SLO's need to be connected to the career or transfer goals for students
 - Does every course have SLOs aligned with GE-SLOs?
 - We need to make the connection with aspirational goals of the students or why are they taking this class. The skills they gain from the course needs to be tangible.
 - Importance of linking SLO's to careers and how it is converted into just an income or value for a job
 - Student resumes need to also focus on skills or knowledge base and not experience
 - Students need to be empowered to make the connection of what they are learning in class with a future career
 - The purpose of general education is to reinforce skills

Communication Planning Activity

- The following suggestions were made to use as a communication tool for the completion initiative pathways:
 - Monthly newsletter

- “Did You Know” informational letter
- Hard copy letter once or twice a month
- There is not one right way to communicate
- Central team for dispatching the information to department meetings (need liaisons)
- Post it on a message board and/or post signs
- Have people understand how they are involved and what is the end game. The conclusion of Redesigning America’s Community Colleges will be scanned and sent to everyone.
- Have a focused, deliberate message
- Take 10 minutes of every department meeting to report on the completion initiative
- Place completion Initiative in the top of the agenda in the meetings

Successful Student Pathway Activity

- A spreadsheet the pathway to college success was presented to the workgroup- Handout
- Being a part of an academic pathway contributes to making students successful
- How do we prepare students to enter the institution
- How do we gather data to better inform students and when can we start making more connections
- 0-15 units the student are in the prepare stage before deciding the School they would like to part off
- Make it a requirement for students to complete an assessment before registering for classes
- Use different types of career assessments to identify what student would like to do
- Make an update required when registering to select the School. This can be added in either 0-15 or 16-30 units’ level
- Create a better graphic integrating the worksheet with the pathway to success flyer
- We are requesting faculty feedback of the pathway to college success spreadsheet
- We need to determine momentum factors for the pathways to college success. What is the course they can identify where they know if students pass those courses they will be successful
- It was suggested to add employment in the career section in column title
- There are different phases for the students journey: connection, entry, progress, completion, ongoing education and employment
- State metrics for the guided pathways will be the same for all institutions

Good of the Order

2017 – 2018 Meeting Schedule (1st Tuesday, ST107, 2:00-4:00) –May 1, June 5
Adjourned 3:47 p.m.