

## STUDENT SUCCESS TASK FORCE

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

Visitors: Laurel Jones, Steven Brown

### MINUTES

November 18, 2013

3:00 – 5:00 p.m.

SAC East 225

#### Subcommittee Reports

1. Faculty Committee – Tool Kit: Vicki reported the committee has been very busy; they have met twice and have submitted two Flex Week proposals:

- Tasty Bites! Three “Courses” Plus Dessert (a post session get together) to Whet Your Appetite for Student Success Innovations
- Kukulu Kumuhana Cabrillo Style (Hawaiian for “sharing our strengths for a shared purpose”): The Faculty Consultation Network

A visioning retreat has been scheduled for December 5.

2. Learning Communities: Rachel provided the following information in a handout.

- Meetings scheduled: May 7<sup>th</sup>, Sept 26<sup>th</sup>, Dec 13<sup>th</sup> (+ study group Dec 2<sup>nd</sup>)
- Members: Rachel Mayo (chair), Terrence Willett & Terra Morris (PRO), Margery Regalado (C&ESS), Diego Navarro (ACE), Eric Grabiell (BSI/STARS/LCC), Alex Taurke (math), Arturo Cantu (counseling), Michelle Morton (Library), Victoria Banales (Engl/ACE), Nancy Phillips (reading), Tera Martin (ILC – Wats)
- Goal: To recommend solutions for basic skills students that are scalable and sustainable to increase their success.
- Meeting outcomes
  - Research questions in 3 areas: Student Needs, Cost of Effective Approaches, Changes to Cabrillo
  - Integrated Model (revenue and success) to analyze cost per success for Learning Communities: FTES + non-apportionment producing TUs, divided by no. of students achieving milestones ( $C = (F + T) / S$ )
    - F and T are both costs from LAO perspective, although we consider F as income

- Next step: analysis of LCs to see if they are more effective (students achieve milestones sooner, with fewer repeats = less overall cost to State)
  - Milestones: Successful completion of English 1A and math 152 within 3 years
- Following step: determine the right mix and number of LCs for a sustainable opt-out model (students placing into basic skills choose an LC or opt out)
- Benchmarks: Report to Board in March 2014, limited pilot of opt out process for fall 2014

3. K-12 Alignment: no update; a math/English group is restarting. ROP is said to be ending in two years, possibly being replaced by Career Pathways.

4. Cost Analysis: no update; not enough information yet. Discussion ensued regarding how to fund the student success concept overall. SSSP (matriculation) funding has increased (\$640,000 for this year) but is not at the level of 2008 (\$750,000).

5. Distance Learning: no update.

6. Enrollment Management: no update. Tama suggested, as part of enrollment management, Tootie Tzimbal be invited to speak about eligibility of financial aid (Pell grant).

### **Best Practices**

Ian distributed a Power Point with links to many resources on how to improve basic skills. This Power Point can be found on the Student Success website.

<http://www.cabrillo.edu/services/studserv/StudentSuccessSteeringCommittee.html>

Multiple discussions followed pertaining to staff development and training teachers to teach; curriculum delivery systems; action research.

A new Acceleration subcommittee was formed. Terrence will be the lead. Barbara, Rachel, and Diego volunteered to be on the committee. Diego has provided several links for more information on studies below. (These links will also be posted on the Student Success website.)

- *Lays out the problem:*

<http://www.carnegiefoundation.org/developmental-math>

- *From the Community College Research Center at Columbia University:*

<http://ccrc.tc.columbia.edu/publications/acceleration-through-holistic-support-model.html>

<http://ccrc.tc.columbia.edu/presentation/lessons-learned-from-five-years-of-developmental-education-acceleration.html>

<http://ccrc.tc.columbia.edu/publications/ccbc-alp-student-outcomes-follow-up.html>

<http://ccrc.tc.columbia.edu/publications/accelerating-academic-achievement-developmental-education.html?UID=867>

<http://www.learningworksca.org/changingequations/>

- *MDRC Evaluations:*

<http://www.mdrc.org/publication/fast-forward>

[http://www.mdrc.org/project/developmental-education-initiative#featured\\_content](http://www.mdrc.org/project/developmental-education-initiative#featured_content)

- *Carnegie Foundation for Advancement of Teaching:*

<http://www.carnegiefoundation.org/quantway>

<http://www.carnegiefoundation.org/statway>

- *Recent Inside Higher Ed Article:*

The statistics from the following article about an accelerated math program at Los Medanos College includes the ACE Program there:

<http://www.insidehighered.com/news/2013/10/21/california-community-colleges-cautious-experiment-accelerated-remediation>

*Next meeting: March 4, 2014 from 1:00 – 3:00 PM in SAC 225.*