

**Student Success Work session  
President's Cabinet, College Council, FCDC, ATD Team  
May 20, 2013**

**THINK, PAIR, SHARE DISCUSSION SUMMARY**

**What progress have we made in improving student success and completion?**

Conversations centered on success & retention. Conversation must continue at the class level. The more info, the larger the arena. Must be a mechanism to hold accountable for not making an effort to address the success:completion ratio

Basic skills redesign; better communication between counseling/assessment/A&R, FCDC

Online orientation; professional development regarding technology; maintaining accreditation; technology upgrades

By talking about completion and not just enrollment targets, progress will be more easily evaluated moving forward from here; technological improvements; shared depts. expectations; updated curriculum

Committees addressing the work; options, styles; engagement; open discussions; sharing test practices; communication; creativity, advocacy

Visible data; basic skills redesign; grants have been great

Focus on success & completion; embedded remediation/early alert; engagement & communication

Program redesign; renewed focus

Computers, tutors, advisors available daily. MESA provides al 3 to their students.

Acknowledging student success issues and committing to seek solutions; orientation; registration Rocks; open dialogues re: poverty; course redesign; access to instructional technology; tutors and academic labs

Basic Skills looked at data, made some big changes; accelerated courses; English – no FEE; librarians work w/KHSD; possible remediation/retest

Compilation of institutional docs into strategic focus; education sessions with broad representation; having a president that can articulate a vision for the college based on various components of our work; sharing the work of the college

Free tutoring for all students; offering more classes at different times

Delano engagement with K-12 educators to include Math, ESL, Counseling; computers, tutors, advisors

BSI; DegreeWorks

In the library we work directly with faculty on classroom assignments to better equip students to complete the course. Through programs such as STEM, students have become more engaged and therefore more likely to complete courses.

Changing the way we view our students; how we treat them from day one.

Very little time has been given to this discussion.

Updated curriculum; PLOs, SLOs completed; Shared departmental 'cultural' expectations; AA-T degrees; enforcing office hours expectations; Dean of Students handling behavioral issues

Development & structure of SGA. The program has impacted student retention, developed services that address barriers and increased student assessment and diversity.

New English classes; the AcDev redesign, Registration Rocks! event . . . Week Zero for STEM students

Changes in course offerings have begun – compressed & stacked courses to accelerate students through sequence of prerequisite English/writing courses within a single semester. Creation of new courses to move students up two levels within a semester. Creation of courses to provide AA-T or AS-T degrees

Monitoring student success rates more effectively; focusing more attention on positive student leading

Based on what?

Projects that target certain groups (BSI, STEM, C6); Projects more broad-based (DegreeWorks, CurricuNet). More cognizant of SS.

**In what ways is our work transforming the way students experience college?**

If it is relevant to you, you will be involved (the pantry); CAS workshops make it OK to ask for help

Students are more frustrated & confused

My hope is they feel less like a number and more as a part of the college community

Changes in financial aid, repeatability, access to 'lifelong learning'; holding students more accountable to outcomes

Development courses, learning strategies; first year, orientation; technology

Focus on progress & completion; a sense of belonging/community; increased accountability

Higher completion rates, improved access

Tutors encourage the student and build confidence which leads to success

Bolstering support for student success; investing resources in understanding student success issues; culture of student support in an educational environment; experiences that foster success; evaluating support

Starting to acknowledge the need for student skills

A better educated group of campus leaders; engaged; enthused; that can share that energy across campus

Students are learning that college and learning can be fun. Offering more classes at different times allows students to experience college as a flexible stage of life.

Provides faculty a better understanding of how students are prepared prior to BC

DegreeWorks will help self-directed students allowing staff to focus on underprepared. More college-wide emphasis on student success encourages faculty & staff to provide individual assistance to students

Writing lab; tutoring center; CASE; library research workshops

In every way if we make them welcome and that they can reach their goals.

In every way if we make our students welcomed and made to feel they can and will reach their goals.

Most students do not know what BC has to offer (student services)

Providing more oversight, accountability and focus for students; communication has improved.

Courses will relate to university level work; faculty focus on outcomes; students have cleaner pathways; students will engage with a faculty member; encourage transfer to university-level work.

Generally, programs are under such constraints that services lack quality. Staff, faculty are concentrated on completing the task. Therefore, students are negatively affected because they lack the opportunity to comprehend services nor fully maximize benefits.

Registration Rocks! could be transformative to new, uncertain students. Changing some SLOs (Engl 53, CTE classes) to include academic skills, our recent attempts to deal openly with poverty issues

Recognizing needs of students, e.g. LGBT, food pantry, Ask Me tables.

Through our assessment of our SLOs and the action taken to attempt greater student achievement/success

***What are the factors (both positive and negative) affecting our student success efforts?***

BSI activities; CAS workshops; student success; faculty not updating methodology

Neg: set up to fail; we let them take classes they are not prepared for. Pos: working together to change basic skills courses.

Neg: lacking skills; pos: raised awareness on student success

Preparedness (academic and social); respect for intellectualism; economic stress on students and institution

Address the barriers students face; student success team; communication; engagement; creativity

Registration process is cumbersome; students take placement exams without prep and get placed low. They then take years to get to college level & drop out. Instead, prep – test – prep again - retest

Engagement; early alert; frequent changes in leadership +/- org structure; need improved prof dev

Time; complex issues; admin turnover

Negative: underprepared students start with low expectancy; Positive: teachers offer more office hours and tutoring sessions

Positive: commitment for improvement; renewed leadership and concerted institutional efforts; faculty office hours and study sessions. Negative: limited fiscal resources; academic underpreparedness of students; apathy

Distrust/faculty to administration, BC to DO; we actually both want the same thing; change in leadership; budget; hesitancy to make some things the responsibility of the students

Morale; attitude; connectiveness; still need to showcase the value of classified employees' student contact

Positive: time; money; instructors; location. Negative: money; time; family; social life

Clarification at all levels of required standards & how students go through the ed pipeline; schools are prevented from adopting big changes

College wide discussions that increase staff engagement; inadequate orientation, preparation for assessment; some instructors have not bought into the efforts

Daily life (families, work); underpreparedness; students not taking advantage of programs available i.e. tutoring, writing center

Number of students; time; support and access to support; basic skills; desire; understanding the importance of high education

Student engagement; students are not prepared to be here.

Budget cuts negatively affected success; resistance to change.

Cultural 'baggage'; personal 'baggage'; underprepared in reading, writing; over-committed in their lives; lack of attendance; distractions; economy.

There are program and services that students don't access; the barriers vary. While the services are available, each dept creates their own rules and create barriers – not institutionally ordained.

Money is always a factor. A big issue is apathy (esp from faculty) and resistance to change. The "early adopters" are those interested in changing and improving.

Many faculty resistant to changes. Assumption that any change is actually a lowering of standards. I'm frustrated with implication that the status quo is the ideal.

Negative: open enrollment; underpreparedness; lack of motivation; lack of direction; poor basic skills; lack of understanding demands of college. Positive: diversity of programs; inspirational teachers; support staff; xln leadership

Tradition; financial resources; improved program review

***What is the impact each factor has had on our progress this year?***

Beginning to use data to evaluate previous work and make changes; ask students!

Lost IR; need to get it back. IR should be integrated with the practitioner

Moving forward with a sense of unity; our efforts seemed to be working together instead of silos

\$ - budget, priorities; time – understaffed in leadership; complex – difficult to bring everyone together to implement change; admin – lack of consistent leadership

Slows progress; talking about process attacks

There is a renewed sense that what we do matters, that we each play an important role in the success of the students; renewed energy, hope, vibrancy.

Change as a whole will have an impact with the college.

Stronger, more positive leadership team. We are expecting higher standards. Higher proportion of full-time faculty allows for more engagement.

The change in leadership and engagement will be wonderful! Change is good!

Budget deductions

Unknown.

Apathy slows or halts progress. Those willing to change – if they are willing to lead, it can start a movement. If not, they can become quickly silenced.

Feels like scatter-shot rather than a single aim (lots of issues). Don't know solution.

First touch is usually classified – impact on students

BC faculty to interested & network with other educators; partnerships are developing; some work shifts to high school counselors; gives us feedback on how to improve & make changes matriculating students

Leadership changes; budget reductions; state initiatives & legislatures; state/federal influences

Prereq discussion

The idea that funding may be tied to student success has cause many to take student success more seriously

Basic skills courses should have had more time to develop instead of offering courses that were not fully developed in Curricunet