

Santa Ana College: Student Success Committee Meeting Minutes

Thursday, October 17, 2013

3:00 p.m. – 4:30 p.m.

Attendees: Sara Lundquist, Co-Chair; Mary Huebsch, Co-Chair; Members – Beverly Birnbaum, Micki Bryant, Peggy Card-Govela, Shelly Jaffray, Bonnie Jaros, Brenda Lopez, Nga Pham, Soumia (May) Ruiz, Karen Scott, Cathie Shaffer, George Sweeney, and Martha Vargas.

Handouts: Agenda; 2013-14 membership roster, *Access, Success, and Completion A Primer for Community College Faculty, Administrators, Staff, and Trustees* by Terry O'Banion; SAC Student Success Scorecard for Completion; RSCCD Research Reports Directory & Student Retention, Persistence and Performance Studies; Centennial Education Center Quick Facts 2012-13; Santa Ana Partnership Scorecard for 11-12 & 12-13 & goals for 13-14; Degree Attainment for Adults in the City of Santa Ana, California, from ASC B15001 tabulation and SAC data; SAC 2013-14 Conference Summary form; SAC Student Success Committee Participatory Governance Year-End Assessment 2012-13

I. Welcome Sara Lundquist & Mary Huebsch, Co-Chairs: The committee welcomed two student members, Brenda Lopez and Soumia (May) Ruiz.

II. Policy and Practice Review: The Student Success Act

Requirements and Opportunities (for dialogue & action) Vice

Presidents Sara Lundquist and Linda Rose and Deans Micki Bryant and Shelly Jaffray recently attended the September 23-24 Chancellor's Office meeting about implementation of the Student Success Act. The Act seeks to provide incentives for student behaviors that will lead to successful completion and accomplishment of educational goals. Many of the elements of the Act are not new but are now mandatory for all students. Committee members were given copies of *Access, Success, and Completion A Primer for Community College Faculty, Administrators, Staff, and Trustees* by Terry O'Banion. This booklet summarizes the history of student success initiatives nationwide. Previously, there was a great deal of emphasis in community colleges on access and less emphasis on completion. The committee discussed the need to ensure equitable outcomes for students. We need to lower the impact of factors that cause inequitable outcomes.

A. Student Success Act Implementation Timeline: Key Items

- a. Online Orientation: Orientation for all students is required by fall 2014. Micki Bryant explained that this will be done by (1) enlarging current services and (2) developing online orientation with Santiago Canyon College. Preliminary education plans (driven by English and math placement: Currently, many high school students receive their SAC placement and orientation information and abbreviated educational plans in the spring and summer before the fall semester. Now this process will be followed up with the completion of comprehensive educational plans by the time students have completed 15 units or are in their 3rd semester of college. Completion of educational plans will be tied to registration. The online orientation process may be piloted in spring 2014. SAC students will appear in the orientation videos.
- b. Preliminary education plans (driven by English and math placement): The first education plan that students receive will be linked with assessments and course recommendations. A concern is that we may not have enough seats for all the students that need math and English courses. Also, some students who need math or English courses may avoid enrolling in these courses. An Admissions & Records study is being conducted with last year's early decision students. Students are being asked (1) Did you try to enroll in a math or English/EMLS course? (2) Were you offered a math or English/EMLS course but were unable to enroll at that time? (3) Were there no seats available when you tried to enroll? Enrollment patterns of non-early decision enrollees and no shows are also being studied. Sara will send results of these studies to Student Success Committee members before the November meeting.
- c. Degree and certificate audit (certificate recognition): Degree audit will be available by the end of fall 2013. Student records will be scanned and students emailed if they are close to earning a degree or certificate. Historically many transferring students earn an AA but no AA is issued. Certificates may be automatically issued. Degrees will not be automatically issued because receipt of a degree may negatively impact a student's financial aid. Students will still need to apply for a degree. We

discussed possibly holding fall/spring ceremonies for certificate recipients. Presently, some departments are doing this themselves. Bonnie raised the issue of tracking employment rates related to certificates. Bart Hoffman should have this information. This is important evidence for accreditation. Confounding issues include that many students get jobs outside their majors and that 70-80% of SAC students are already working before they receive a certificate. How do we claim employment related to certificate/degree attainment for these students?

- d. Early Alert (currently optional and individualized): Currently, it is optional for faculty to participate in Early Alert to notify students of unsatisfactory progress. How can this system be improved to help students? Sara suggested following up with all students. She will also discuss this with the Academic Senate leadership. Possible change: students who are progressing satisfactorily can be told about campus resources in Early Alert. Brenda noted that students sometimes get discouraged because they don't know about SAC resources. Also students may be confused and think they are progressing satisfactorily if they are not contacted by the instructor. Professors can personalize the Early Alert letter and add recommended resources for the student. George suggested integrating Early Alert with Blackboard, which approximately 90% of professors use. Micki is checking into this possibility with Cherylee. George noted that there are a lot of things that are good to remind faculty of every semester, e.g. DSPS requirements, grading policies, etc. Early Alert could be included with these notifications. Sara also suggested having President Martinez send a letter to all students once enrollment is completed welcoming them and notifying them of campus resources.
- e. Unsatisfactory progress sanctions (enrollment priority, financial aid): There is some urgency about increasing the use of Early Alert by professors since the new unsatisfactory progress sanctions will have a big impact on students. Students who are academically unsuccessful for 2 semesters, i.e. less than a C average, will lose registration priority. Beginning next year,

financial aid will also end for students who have been on academic probation for more than 2 semesters. Also, this is the first year that students who have over 100 units will lose enrollment priority. There is a petition process and there are some exempted high unit majors. These new sanctions also point to the importance of having the best possible policies in place including making sure students have had an orientation before they first enroll. Martha noted the need to have a campaign to inform students of changes. Students need to be made aware of both policies and resources. Brenda said that the most common thing she hears from students is "I didn't know we had that." Sara will follow up with College Council and the Academic Senate on the issues we discussed today related to the implementation of the Student Success Act.

III. Completion by Design: Pathways & Success Models

- A. Academic sequences within disciplines (acceleration & redesign results to date) (tabled until November meeting)
- B. Enrolled non-completers (discussion of emerging new strategies) (tabled until November meeting)
- C. Pathways from the School of Continuing Education: (Sara shared one-page handout Centennial Education Center Quick Facts 2012-13) SAC's SCE is one of the largest continuing education programs in the state and has a growing number of students receiving high school diplomas and GEDs.
- B. Revisiting and Setting Completion Goals (Sara shared census data extract chart for Degree Attainment for Adults in the City of Santa Ana, California and the RSCCD Research Reports Directory & Student Retention, Persistence and Performance Studies.)

IV. High School Course Placement & Freshman Pathways Articulation Options (tabled until November meeting)

V. Student Success-Centered Professional Development (President's working group and new conference form) President Martinez has convened a working group of managers, faculty and staff to discuss professional development to support student success. This group has been charged with developing recommendations for how we can train ourselves in this effort. Recommendations will be made before the end of 2013. A new conference reporting form, which has already been piloted in CTE programs, is being adopted this semester. This form will help ensure that learning at conferences will migrate back to the college. The form is now required for

employees who attend conferences that the college pays for. The committee was given copies of the form.

VI. Engines of Student Success at SAC – Building and sustaining what we have. (Sara shared The Santa Ana Partnership Scorecard and the Completion page of the 2013 Student Success Scorecard for SAC.) 71.9% of prepared students who were tracked for six years completed their degree, certificate or transfer goals while only 37.6% of unprepared students completed these goals. Nga suggested committee members also view the five-year Scorecard page on the California Community Colleges Chancellor's Office website to see trends in the data.

VII. Committee Reports (tabled until next meeting)

- A. BSI
- B. Matriculation (including assessment as well as forthcoming plan requirements for matriculation & equity)
- C. Transfer
- D. Scholarship

VIII. Proposed Meeting Calendar: 2013-2014 School Year

November 14 – 3:00-4:30 pm, S-215

February 13 – 3:00-4:30 pm, S-215

April 24 – 3:00-4:30 pm, S-215 (changed due to Spring Break)

Student Success Philosophy

Work across Santa Ana College to insure that all courses, academic and student support services needed are available to all students at critical junctures in their completion journeys. This requires coordinated college wide efforts to strategically organize assets.

Santa Ana College Mission Statement

The mission of Santa Ana College is to be a leader and partner in meeting the intellectual, cultural, technological, and workforce development needs of our diverse community. Santa Ana College provides access and equity in a dynamic learning environment that prepares students for transfer, careers, and lifelong intellectual pursuits in a global community.