

Cuyamaca College
Student Success Committee

Minutes of February 11, 2003

Present: Keren Brooks, Gloria Ensey, Donna Hajj, Jackie Hider, Maria Mendoza, Vangie Meneses, Terrie Nichols, Yvonne Powell, Eric Preibisius, Marcella Smith, and Steve Weinert

Unable to Attend: David Agosto, Cristina Chiriboga, Jim Custeau, Laurie LeBlanc, Alicia Munoz, Sandra Nolan, Ray Reyes, Pat Setzer, Carmen Solom, and Al Taccone

1. Senate Resolution

The proposed Academic Senate Resolution regarding the integration of measurable student learning outcomes into the curriculum was distributed for discussion (see **Attachment A.**) The committee decided to give their approval to this document and Steve Weinert will report that decision to the Academic Senate.

2. Matriculation Update

The committee discussed the Governor's proposal to decategorize matriculation and role it into the base. There was discussion regarding the pros and cons of this proposal. It was reported that the Statewide Matriculation Association will oppose the proposal along with the EOPS group. The group discussed the possible implications.

3. Student Success Flow Chart

Eric distributed copies of the Comprehensive Student Success Model (see **Attachment B.**) The committee was asked for their feedback and ideas for next steps. After lengthy discussion, it was decided that the current chart be used as a guide for the committee members to individualize ideas for the next committee meeting. Attached you will find an additional copy of this model with all boxes left blank for your use in editing (see **Attachment C.**)

4. Other

The committee welcomed Maria Mendoza, the new Title III Activity director, and made introductions.

The next meeting is scheduled for Wednesday, March 10th at 2:30 p.m. in Conference Rm. 1, One-Stop Student Center.

Cuyamaca College
Student Success Committee

Minutes of March 10, 2004

Present: Keren Brooks, Chuck Charter, Jackie Hider, Maria Mendoza, Vangie Meneses, Yvonne Powell, Eric Preibisius, Ray Reyes, Marcella Smith, Carmen Solom, Al Taccone, and Steve Weinert

Unable to Attend: David Agosto, Cristina Chiriboga, Jim Custeau, Gloria Ensey, Donna Hajj, Laurie LeBlanc, Alicia Munoz, Terrie Nichols, Sandra Nolan, and Pat Setzer

1. Joint Meeting with Enrollment Management Committee

Beth Appenzeller reported that the committee currently has been having brainstorming sessions regarding enrollment management, FTES and meeting goals. These sessions are resulting in many suggestions. Some of these suggestions have been to enhance student life on campus, recruit more students, signage announcing new buildings to come online in the future, and a new marquee. The committee is also working on developing next year's theme, i.e., Growing for Your Future. This theme would focus on the new buildings, new courses, and student success. There could possibly be two campaigns:

- Enroll now
- Second 8 week sessions

The committee believes the catalog needs to be the foundation for this theme.

Goals are set for next year. The college will need to grow by 2.5% or 4% depending on how our enrollment ends up this year. There are three ways to generate FTE:

- Keep the students we currently have
- Recruit more students
- Get the students we currently have to take more units

If we concentrate on keeping the students we currently have, we would spend fewer resources. There are two pieces to that puzzle. One being enrollment management and marketing, and the other being student success and retention.

Discussion followed regarding strategies to increase FTE, how to institutionalize the retention piece of enrollment management, how to look at everything comprehensively, and fine tune our curriculum and remove obstacles in pathways for students to transfer.

2. Comprehensive Student Success Models

After lengthy discussion and brainstorming, the committee decided there should be two elements:

- Website for students where they can self identify and have other links to navigate based on their identifications
- Institutional focus

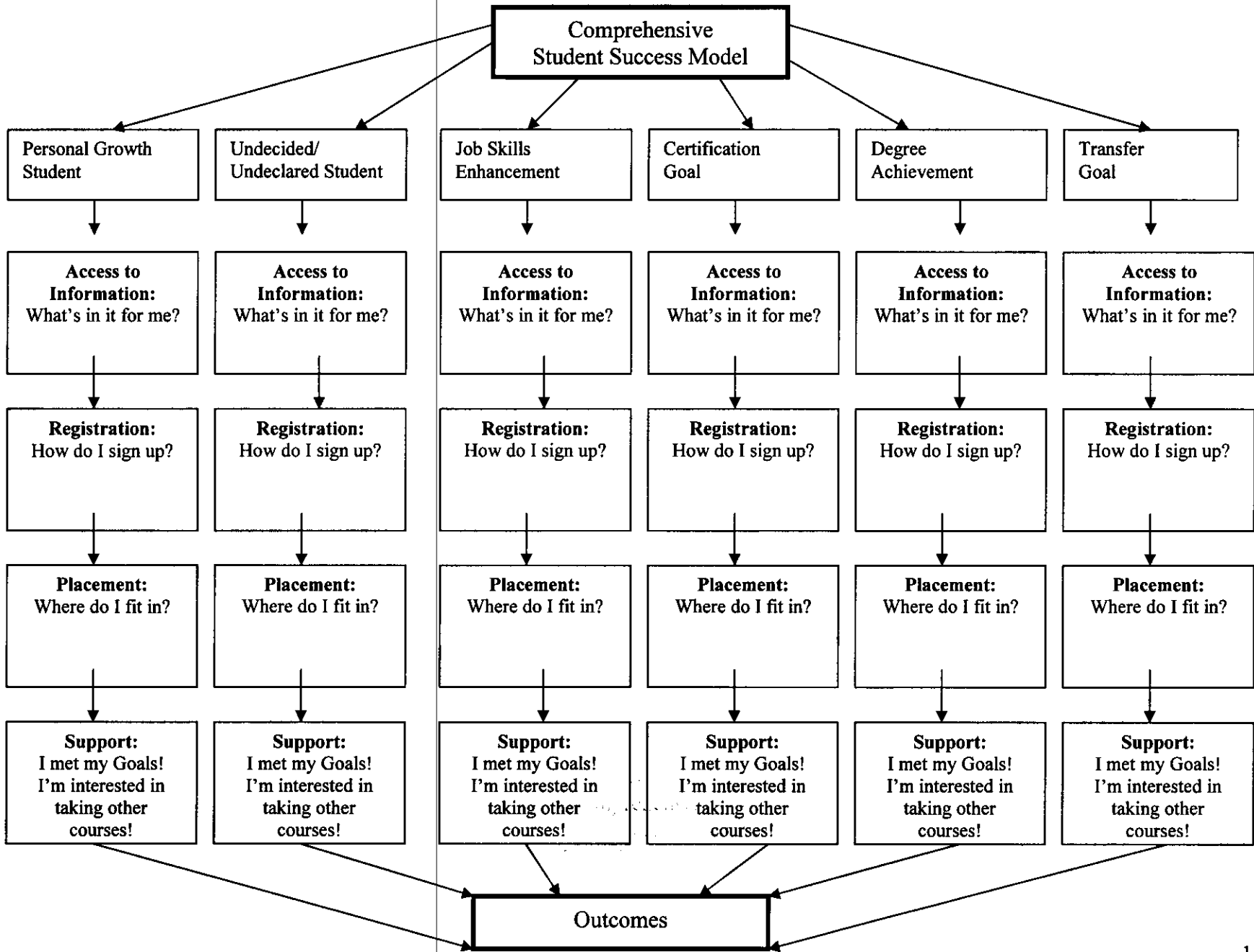
The Student Success Model Flowchart should define student success at the top and then measure it at the bottom. The committee would also like to solicit feedback from the Department Chairs/Coordinators regarding the flowchart. The question the committee would like to focus on is: "How do we help students to achieve their first success and therefore will they be more likely to stay?" Some suggestions were:

- Create a block of courses prescribed for success for the undecided group
- Create career exploration block of courses based on their assessment levels

Ideas to focus on for next meeting:

- How do we ask departments for feedback
- Send your ideas on the flowchart, particularly focusing on the undecided group, to Eric. He will try to flush out that particular column and bring back some ideas for next meeting. Jan will edit the current flowchart with your suggestions and attach the file (**see Attachment A.**)

The next meeting is scheduled for Wednesday, April 28th from 2:30-4 in Conference Room 1.



Attachment A

Cuyamaca College
Student Success Committee

Minutes of April 28, 2004

Present: Darlene Cole, Elizabeth Kolton, Gloria Ensey, Donna Hajj, Jackie Hider, Maria Mendoza, Vangie Meneses, Terrie Nichols, Eric Preibisius, Ray Reyes, Marcella Smith, Al Taccone, and Steve Weinert

Unable to Attend: David Agosto, Chuck Charter, Cristina Chiriboga, Jim Custeau, Laurie LeBlanc, Alicia Munoz, Sandra Nolan, Yvonne Powell, Pat Setzer, and Carmen Solom

1. Reading Competency Presentation – Jackie Hider

Jackie presented data compiled by the Office of Institutional Research, Planning, and Academic Services which shows a correlation between reading test scores and persistence and success (see **Attachment A.**) There is currently no reading competency graduation requirement. Both Grossmont and Cuyamaca are interested in aligning courses and having a reading competency component. Lengthy discussion followed regarding implementation and other details. It was decided to revisit the next steps to help at the next meeting. Jackie also mentioned she would like to do a presentation of the data during Staff Development and then give a deadline for feedback from the college community.

2. Fall Kick-Off Festival - Vangie

Dr. Perri has expressed interest in reinstating the Fall Kick Off Festival. We will go ahead and begin planning and email a "Call for Presentation" out campus wide.

3. Student Success/Retention Workshop – Title III – Vangie

Title III will be presenting four workshops on student success and retention during Fall 2004 Staff Development Week. The workshops are:

- Title III Overview
- High-Risk Students
- Technology Integration
- Learning Communities

Vangie has asked that the Student Success Committee present their work on high-risk students and the Comprehensive Student Success Model.

4. Strategic Plan: Progress Report & Planning Survey – Vangie

Vangie distributed the summary sheets from the Strategic Planning Survey. This document was distributed for information and also future focus for the Student Success Committee's endeavors (see **Attachment B.**)

5. Comprehensive Student Success Model – Eric

Eric presented the current prototype for the model. He and Deanna Thompson worked on the prototype that was presented. There was lengthy discussion regarding the format. The committee decided to use this type of model as the form and then collect the actual data to present to Academic Senate. This form would not be for student use, but for staff use, but the perspective would be from a student perspective. The committee requested a blank copy of the prototype and they will work on making their additions to be presented at the next meeting.

Welcome to our new student member, Elizabeth Kolton.

The next meeting is scheduled for Wednesday, May 12th from 2:30-4 in Conference Room 1.

**Grossmont College
APS Reading Scores**

The analyses in this report involves students who took the APS assessment test and then enrolled in classes within one semester of assessment. Comparisons of students obtaining a high or low score on the reading portion of the APS are presented. High and low APS reading scores were defined as one standard deviation above and below the mean of all APS reading scores collected since November 2001 (i.e., 28 and above and 15 and below).

Semester GPAs were compared for students with high and low APS reading scores during the first semester after taking the APS. Students with high APS reading scores had an average GPA of 2.73 while students with low APS reading scores had an average GPA of 2.02.

The table below presents success rates for students who scored high or low on the reading portion of the APS by subject, for courses taken the first semester after students took the APS. Shaded subjects indicate that 100 or more enrollments in that subject were taken by students included in this analysis.

Subject	Outcome	Low APS Reading Score		High APS Reading Score		Total	
		#	%	#	%	#	%
ANTH	Success	5	33.3	20	66.7	25	55.6
	No Success	4	26.7	7	23.3	11	24.4
	Withdraw	6	40.0	3	10.0	9	20.0
	Total	15	100.0	30	100.0	45	100.0
AOJ	Success	18	37.2	43	72.9	59	57.8
	No Success	15	31.9	18	16.9	25	24.5
	Withdraw	12	27.9	6	10.2	18	17.6
	Total	43	100.0	58	100.0	102	100.0
ARBC	Success	4	66.7			4	66.7
	No Success	1	16.7			1	16.7
	Withdraw	1	16.7			1	16.7
	Total	6	100.0			6	100.0
ART	Success	27	45.0	56	60.9	83	54.6
	No Success	14	23.3	15	16.3	29	19.1
	Withdraw	19	31.7	21	22.8	40	26.3
	Total	60	100.0	92	100.0	152	100.0
ASL	Success	7	36.8	13	81.3	20	57.1
	No Success	8	42.1	2	12.5	10	28.6
	Withdraw	4	21.1	1	6.3	5	14.3
	Total	19	100.0	16	100.0	35	100.0
ASTR	Success	2	33.3	27	81.8	29	74.4
	No Success	1	16.7	2	6.1	3	7.7
	Withdraw	3	50.0	4	12.1	7	17.9
	Total	6	100.0	33	100.0	39	100.0
BIO	Success	9	24.3	56	66.7	65	53.7
	No Success	8	21.6	9	10.7	17	14.0
	Withdraw	20	54.1	19	22.6	39	32.2
	Total	37	100.0	84	100.0	121	100.0
BOT	Success	93	50.0	91	70.0	184	65.2
	No Success	33	17.7	21	16.2	54	17.1
	Withdraw	80	32.3	18	13.8	78	24.7
	Total	186	100.0	130	100.0	316	100.0

Subject	Outcome	Low APS		High APS		Total	
		Reading Score	%	Reading Score	%	#	%
BUS	Success	58	50.0	105	76.1	163	64.7
	No Success	14	12.3	11	8.0	25	9.9
	Withdraw	42	36.8	22	15.9	64	25.4
	Total	114	100.0	138	100.0	252	100.0
CA	Success	12	60.0	13	100.0	25	75.8
	No Success	4	20.0			4	12.1
	Withdraw	4	20.0			4	12.1
	Total	20	100.0	13	100.0	33	100.0
CCS	Success	21	53.8	15	71.4	36	60.0
	No Success	9	23.1	4	19.0	13	21.7
	Withdraw	9	23.1	2	9.5	11	18.3
	Total	39	100.0	21	100.0	60	100.0
CD	Success	29	34.5	21	60.0	50	42.9
	No Success	19	22.8	2	5.7	21	17.6
	Withdraw	36	42.9	12	34.3	48	40.3
	Total	84	100.0	35	100.0	119	100.0
CHEM	Success	3	27.3	34	61.8	37	56.1
	No Success	3	27.3	9	16.4	12	18.2
	Withdraw	5	45.5	12	21.8	17	25.8
	Total	11	100.0	55	100.0	66	100.0
COMM	Success	50	61.0	100	74.1	150	69.1
	No Success	11	13.4	16	13.3	27	13.4
	Withdraw	21	25.8	17	12.6	38	17.5
	Total	82	100.0	135	100.0	217	100.0
CSIS	Success	18	23.7	40	58.8	58	40.3
	No Success	14	18.4	9	13.2	23	15.0
	Withdraw	44	57.9	19	27.9	63	42.8
	Total	76	100.0	68	100.0	144	100.0
CVTE	Success	10	100.0	4	100.0	14	100.0
	No Success						
	Withdraw						
	Total	10	100.0	4	100.0	14	100.0
DANC	Success	16	69.6	20	69.0	36	69.2
	No Success	2	8.7	4	13.8	6	11.5
	Withdraw	5	21.7	5	17.2	10	19.2
	Total	23	100.0	29	100.0	52	100.0
ECON	Success	1	6.3	36	63.2	37	50.7
	No Success	9	56.3	9	15.8	18	24.7
	Withdraw	6	37.5	12	21.1	18	24.7
	Total	16	100.0	57	100.0	73	100.0
ED	Success			1	100.0	1	50.0
	No Success	1	100.0			1	50.0
	Withdraw						
	Total	1	100.0	1	100.0	2	100.0
ENGL	Success	343	57.8	512	64.5	855	61.8
	No Success	105	17.7	71	8.9	176	12.7
	Withdraw	145	24.5	211	26.6	356	25.7
	Total	593	100.0	794	100.0	1387	100.0

Subject	Outcome	Low APS Reading Score		High APS Reading Score		Total	
		F	%	F	%	F	%
ES	Success	215	72.6	166	74.8	381	73.6
	No Success	31	10.5	10	4.5	41	7.9
	Withdraw	50	16.9	46	20.7	96	19.5
	Total	296	100.0	222	100.0	518	100.0
ESL	Success	36	62.1	1	100.0	37	62.7
	No Success	8	13.8			8	13.6
	Withdraw	14	24.1			14	23.7
	Total	58	100.0	1	100.0	59	100.0
FREN	Success	4	57.1	9	64.3	13	61.9
	No Success	1	14.3			1	4.8
	Withdraw	2	28.6	5	35.7	7	33.3
	Total	7	100.0	14	100.0	21	100.0
FS	Success	6	54.5	1	16.7	7	41.2
	No Success	2	18.2	1	16.7	3	17.6
	Withdraw	3	27.3	4	66.7	7	41.2
	Total	11	100.0	6	100.0	17	100.0
GEOG	Success	5	17.9	22	51.2	27	38.0
	No Success	10	35.7	9	20.9	19	26.8
	Withdraw	13	46.4	12	27.9	25	35.2
	Total	28	100.0	43	100.0	71	100.0
GEOL	Success			10	66.7	10	62.5
	No Success	1	100.0	2	13.3	3	18.8
	Withdraw			3	20.0	3	18.8
	Total	1	100.0	15	100.0	16	100.0
GERM	Success	2	66.7	18	85.7	20	83.3
	No Success			1	4.8	1	4.2
	Withdraw	1	33.3	2	9.5	3	12.5
	Total	3	100.0	21	100.0	24	100.0
HED	Success	27	47.4	21	63.6	48	53.3
	No Success	13	22.8	4	12.1	17	18.9
	Withdraw	17	29.8	8	24.2	25	27.8
	Total	57	100.0	33	100.0	90	100.0
HESC	Success	4	100.0	1	100.0	5	100.0
	No Success						
	Withdraw						
	Total	4	100.0	1	100.0	5	100.0
HIST	Success	31	45.6	124	65.6	155	60.3
	No Success	16	23.5	25	13.2	41	16.0
	Withdraw	21	30.9	40	21.2	61	23.7
	Total	68	100.0	189	100.0	257	100.0
HUM	Success	5	27.8	52	59.8	57	54.3
	No Success	6	33.3	5	5.7	11	10.5
	Withdraw	7	38.9	30	34.5	37	35.2
	Total	18	100.0	87	100.0	105	100.0
IDS	Success						
	No Success						
	Withdraw	11	100.0	5	100.0	16	100.0
	Total	11	100.0	5	100.0	16	100.0

Subject	Outcome	Low APS		High APS		Total	
		Reading Score		Reading Score			
		#	%	#	%	#	%
ITAL	Success	1	33.3	3	100.0	4	66.7
	No Success	1	33.3			1	16.7
	Withdraw	1	33.3			1	16.7
	Total	3	100.0	3	100.0	6	100.0
JAPN	Success			17	81.0	17	70.8
	No Success			1	4.8	1	4.2
	Withdraw	3	100.0	3	14.3	6	25.0
	Total	3	100.0	21	100.0	24	100.0
MATH	Success	145	29.7	306	54.6	451	43.0
	No Success	142	29.0	97	17.3	239	22.8
	Withdraw	202	41.3	157	28.0	359	34.2
	Total	489	100.0	560	100.0	1049	100.0
MCOM	Success	3	42.9	21	77.8	24	70.6
	No Success	2	28.6	1	3.7	3	8.8
	Withdraw	2	28.6	5	18.5	7	20.6
	Total	7	100.0	27	100.0	34	100.0
MUS	Success	27	49.1	63	69.2	90	61.6
	No Success	7	12.7	12	13.2	19	13.0
	Withdraw	21	38.2	16	17.6	37	25.3
	Total	55	100.0	91	100.0	146	100.0
NURS	Success			8	100.0	8	100.0
	No Success						
	Withdraw						
	Total			8	100.0	8	100.0
OCEA	Success			7	58.3	7	36.8
	No Success	3	42.9			3	15.8
	Withdraw	4	57.1	5	41.7	9	47.4
	Total	7	100.0	12	100.0	19	100.0
OTA	Success			2	100.0	2	100.0
	No Success						
	Withdraw						
	Total			2	100.0	2	100.0
PDC	Success	71	62.3	53	79.1	124	68.5
	No Success	20	17.5	6	9.0	26	14.4
	Withdraw	23	20.2	8	11.9	31	17.1
	Total	114	100.0	67	100.0	181	100.0
PDSS	Success	31	68.9	8	88.9	39	72.2
	No Success	4	8.9	1	11.1	5	9.3
	Withdraw	10	22.2			10	18.5
	Total	45	100.0	9	100.0	54	100.0
PHIL	Success	7	23.3	66	68.8	73	57.9
	No Success	12	40.0	14	14.6	26	20.6
	Withdraw	11	36.7	16	16.7	27	21.4
	Total	30	100.0	96	100.0	126	100.0
PHYC	Success	1	50.0	4	57.1	5	55.6
	No Success			1	14.3	1	11.1
	Withdraw	1	50.0	2	28.6	3	33.3
	Total	2	100.0	7	100.0	9	100.0

Subject	Outcome	Low APS Reading Score		High APS Reading Score		Total	
		#	%	#	%	#	%
POSC	Success	2	10.0	51	82.3	53	64.6
	No Success	4	20.0	5	8.1	9	11.0
	Withdraw	14	70.0	6	9.7	20	24.4
	Total	20	100.0	62	100.0	82	100.0
PSC	Success			6	85.7	6	60.0
	No Success	1	33.3			1	10.0
	Withdraw	2	66.7	1	14.3	3	30.0
	Total	3	100.0	7	100.0	10	100.0
PSY	Success	12	16.4	87	61.7	99	46.3
	No Success	26	35.8	23	16.3	49	22.9
	Withdraw	35	47.9	31	22.0	66	30.8
	Total	73	100.0	141	100.0	214	100.0
RELG	Success	5	100.0	8	57.1	13	68.4
	No Success			3	21.4	3	15.8
	Withdraw			3	21.4	3	15.8
	Total	5	100.0	14	100.0	19	100.0
RESP	Success			4	100.0	4	100.0
	No Success						
	Withdraw						
	Total			4	100.0	4	100.0
RUSS	Success	3	100.0	2	66.7	5	83.3
	No Success						
	Withdraw			1	33.3	1	16.7
	Total	3	100.0	3	100.0	6	100.0
SCI	Success			5	50.0	5	41.7
	No Success	1	50.0			1	8.3
	Withdraw	1	50.0	5	50.0	6	50.0
	Total	2	100.0	10	100.0	12	100.0
SOC	Success	26	42.6	57	73.1	83	59.7
	No Success	19	31.1	10	12.8	29	20.9
	Withdraw	16	26.2	11	14.1	27	19.4
	Total	61	100.0	78	100.0	139	100.0
SPAN	Success	20	45.5	46	63.0	66	56.4
	No Success	8	18.2	8	11.0	16	13.7
	Withdraw	16	36.4	19	26.0	35	29.9
	Total	44	100.0	73	100.0	117	100.0
SPDV	Success	2	100.0			2	100.0
	No Success						
	Withdraw						
	Total	2	100.0			2	100.0
THTR	Success	8	61.5	38	71.7	46	69.7
	No Success	3	23.1	5	9.4	8	12.1
	Withdraw	2	15.4	10	18.9	12	18.2
	Total	13	100.0	53	100.0	66	100.0



CUYAMACA COLLEGE STRATEGIC PLANNING SURVEY SPRING 2004

SUMMARY

Respondents: 170		
Administrators	12	7.2%
Faculty FT/PT	82	49.3%
Classified Staff	72	43.3%
	166	99.8%
Not identified	4	.02%

Strategic Planning objectives that receive 3.0 average score on a scale of 4 (4=very important - VI; 1=not important - NI; 0 = No response - NR).

	# of Respondents who rated 1-4	% rate VI/I	Average Score
SECTION A: Academic Excellence			
3. Develop teacher preparation programs (elementary and second levels).	157	75.1	3.1
4. Provide support in keeping up department web pages.	164	79.8	3.2
5. Better on-going support for online classes, tech support, student services, advertisement.	156	82.0	3.2
7. Provide orientation and training for adjuncts on "Classroom Management" (e.g., syllabi, classroom discipline and positive climate, better orientation to discipline course goals).	157	76.4	3.1
13. Improve technology training for full-time and part-time teachers (e.g., grade book, smart classroom, Web CT/Blackboard).	161	80.8	3.2
SECTION B: Student Success			
7. Develop a textbook donation program for student use in the library.	161	72.7	3.0
8. Promote universal assessments in basic skills (reading, writing and math) for entering students.	159	81.2	3.2
9. Strengthen first year student experience by providing retention programs.	161	86.4	3.3
11. Encourage and increase student access to academic counseling.	162	81.4	3.2
12. Develop and offer workshops focusing on academic/success skills (basic skills and in content areas) to be taught by faculty in the discipline.	156	73.7	3.0
13. Promote student awareness and acceptance and use of tutoring services.	164	83.0	3.2

	# of Respondents who rated 1-4	% rate VI/I	Average Score
15. Provide online student counseling services (such as counseling and financial aid).	155	68.4	3.0
16. Provide online help desk for online classes.	163	76.7	3.1
17. Provide student help desk to assist with computer use.	164	70.1	3.0
23. Increase the number of students with two-year plans.	158	74.0	3.0
25. Offer student orientations specific to the major.	160	74.4	3.0
29. Develop strategies to increase student awareness of transfer opportunities.	165	80.6	3.2
30. Expand four-year college visibility on campus for transfer purposes.	160	76.9	3.1
31. Develop articulations with four-year schools to transfer programs rather than just individual courses.	159	85.6	3.3
32. Create institutional transfer system including: counseling, instruction-curriculum development and faculty mentoring.	158	72.7	3.0
SECTION C: Facilities & Physical Environment			
1. Provide external signage to campus.	159	78.0	3.2
2. Increase safety through better lighting in key locations.	163	80.4	3.2
3. Promote energy conservation, solar power, etc.	162	85.2	3.3
4. Create ergonomically sound classroom environments for students.	159	75.5	3.1
5. Upgrade all classrooms to smart classrooms.	157	70.7	3.0
6. Preserve the Grand Lawn.	163	82.8	3.3
7. Integrate the nature preserve into the campus environment.	154	74.1	3.0
SECTION D: Community Relations			
1. Develop programs that are responsive to the changing demographics in our district.	160	79.4	3.1
4. Increase publicity of success stories (newspaper, radio, PSA's).	150	72.4	3.0
8. Assess the educational interests of the community.	154	70.8	3.0
SECTION E: Resource Development			
1. Develop strategies to increase donations to the College including corporations, alumni, etc.	167	85.6	3.3
2. Continue to solicit grants from state, federal, foundation and corporate sources.	168	95.2	3.7
5. Explore developing a higher education center (UC, CSU collaborative).	142	71.0	3.0
6. Explore and develop industry/college partnerships.	162	78.4	3.1
7. Partner with other two- and four-year colleges to maximize funding.	144	79.2	3.1



**CUYAMACA COLLEGE
STRATEGIC PLANNING SURVEY
SPRING 2004**

SUMMARY 2.9 AVERAGE

Strategic Planning objectives that received 2.9 average score on a scale of 4 (4=very important - VI; 1=not important - NI; 0 = No response - NR).

	# of Respondents who rated 1-4	% rate VI/I	Average Score
SECTION A: Academic Excellence			
2. Explore offering degrees/certificates online.	164	65.2	2.9
6. Install anti-plagiarism software campus-wide.	147	66.0	2.9
11. Provide staff development to instructors about student services.	159	70.5	2.9
SECTION B: Student Success			
4. Reach out to diverse community populations (marketing and instruction).	161	69.0	2.9
19. Create a mentoring program for students on academic probation.	159	66.7	2.9
22. Identify students, instructors and counselors from our college and four-year colleges to talk to students at orientations.	157	66.3	2.9
SECTION D: Community Relations			
10. Incorporate student success theme into College marketing campaigns.	153	66.7	2.9
16. Explore outreach training and contract education opportunities with area businesses.	147	68.1	2.9

Cuyamaca College
Student Success Committee

Minutes of September 8, 2004

Present: Gloria Ensey, Jackie Hider, Maria Mendoza, Yvonne Powell, Eric Preibisius, Marcella Smith, Steve Weinert

Unable to Attend: Chuck Charter, Cristina Chiriboga, Darlene Cole, Jan Ford, Donna Hajj, Elizabeth Kolton, Laurie LeBlanc, Vangie Meneses, Alicia Munoz, Sandra Nolan, Ray Reyes, Carmen Solom, Al Taccone, and Jim Wales

1. Title III – On-Line Counselor/Retention Specialist – Greg Gomez

Greg was unable to make the meeting. We will move this agenda item to next month's meeting.

2. Student Success Model – Eric Preibisius

There was general discussion about the model and how it was received during staff development week. The committee went over the feed back from the presentations. The anticipated timeline for presentation of the completed draft document to Academic Senate is set for December. The math, psychology, and DSP&S departments will work towards completing their entire model in order for the Academic Senate to have examples. The committee will also ask Darlene Cole if she can pull together some "outcomes" for the bottom row of buttons on the model. There was also discussion as to whether Title III would be willing to help with a mini-grant for the web design if Academic Senate approves the model and the committee decides to move forward. Gloria Ensey offered to start working on completing the descriptions for the Student Goals link.

3. Other

- Meeting dates for Spring semester – The committee expressed a concern about the new instructional schedule for the spring and the need to possibly change the committee meeting dates. The group agreed that Friday afternoons would be best with the new MW, TTh schedule.
- Feedback – Staff Development Presentations – Request more time for stats or have 2 rooms and lengthen the sessions to 1.5 hrs.

The next meeting is scheduled for Wednesday, October 14th at 2:30 p.m. in Conference Rm. 1, One-Stop Student Center.

Cuyamaca College
Student Success Committee

Minutes of October 13, 2004

Present: Marcella Brown, Brian Elliott, Jackie Hider, Maria Mendoza, Yvonne Powell, Eric Preibisius, Al Taccone, and Steve Weinert

Unable to Attend: Chuck Charter, Cristina Chiriboga, Darlene Cole, Gloria Ensey, Jan Ford, Donna Hajj, Elizabeth Kolton, Laurie LeBlanc, Vangie Meneses, Alicia Munoz, Sandra Nolan, Ray Reyes, Carmen Solom, and Jim Wales

1. Student Success Model – Deanna Thompson

Deanna announced that she had been awarded a Title III Mini-Grant to assist in the web design of the committee's Student Success Model. Deanna showed us the completed work so far and explained her philosophy regarding web page design and what will and probably will not be read thoroughly. She feels the current design being short, concise with bullets will lend itself to this philosophy while allowing links to be included for detailed reading. There was further discussion regarding navigation and design. In order for Deanna to allow us to view her work she asked if the committee would request that a web container entitled "Student Success" be created and that she be given administrative rights to this container. Jan will take care of facilitating her request. The committee thanked Deanna for her work and was all pleased with the layout.

2. Title III – On-Line Counseling/Retention – Greg Gomez

Greg introduced himself to the committee and told them a bit about this new position through Title III. He discussed the development of an online component for counseling students and the implementation of an "Ask a Counselor" link on the Student Services web page. Greg shared the Long Beach City College's web page as a desired look to help engage the viewer. This web site utilizes banners and movement. Greg looks forward to working with the committee and keeping us informed regarding retention and his current retention projects.

3. Orientation/Transition Activities for New Students

- There was discussion regarding reinstating the Fall Kick Off Festival. Most all agreed that it was a worthwhile activity, but it was one that required a certain level of funding to make it successful. The committee will discuss it further at the next meeting.

4. Other

- Jackie Hider shared information about a 3-day staff development opportunity involving Skip Downing, author of "On Course: Strategies for Creating Success in College and in Life." Jackie was very excited about this opportunity and felt it was a very worthwhile venture. This led to discussion regarding other activities to help new students transition into college life.
- **Feedback from Students First Event** – Add food, add music and change the location to the Grand Lawn alongside the sidewalk, close to the parking area. The committee felt the change of location would not only help capture more student traffic, but would also allow the use of music without disturbing classes.

Action Items

- Bring to next meeting any ideas of activities to help new students transition into college life and ways to support student success.
- Before the next meeting, focus on the Access to Information row on the Student Success Model and send that info to Eric via email. He will forward this info to Deanna. Ask yourselves, "where and how do students get information on our campus" and do this for each category. When answering this question, divide the info into two categories, one for all groups and one for a specific group.

The next meeting is scheduled for Wednesday, November 10th at 2:30 p.m. in Z109, One-Stop Student Center.

Cuyamaca College
Student Success Committee

Minutes of December 8, 2004

Present: Darlene Cole, Bryan Elliott, Greg Gomez, Vangie Meneses, Yvonne Powell, Eric Preibisius, and Steve Weinert

Unable to Attend: Chuck Charter, Cristina Chiriboga, Gloria Ensey, Jan Ford, Donna Hajj, Jackie Hider, Elizabeth Kolton, Laurie LeBlanc, Maria Mendoza, Alicia Munoz, Sandra Nolan, Ray Reyes, Marcella Smith, Carmen Solom, Al Taccone, and Jim Wales

1. Student Success Model – Deanna Thompson

Deanna presented an update on her webpage design and work. The top row of the model is done and ready to present to Academic Senate. The skeleton and navigational areas are also complete. If the committee would like to review the work in progress, here is the URL:

www.cuyamaca.edu/student%2Dsuccess/success-model.asp

2. Update on Academic Senate Presentation – Eric Preibisius and Steve Weinert

Eric distributed a rough draft of the proposed presentation outline (see **Attachment A**.) The committee discussed the possibility of organizing a Fall staff development activity that would invite department chairs to speak about what success models are being utilized in the classrooms.

3. Title III – Online Counseling/Retention – Greg Gomez

Greg reported on the four retention workshops that were offered. He will also be working with instructors to do 15-minute presentations in select ESL and math courses. Greg is also exploring ways to do presentations and educational plans in classrooms. He continues to work on the web page format and there was discussion and suggestions regarding the “Ask A Counselor” link.

4. Assessment Update – Vangie Meneses

The state policymakers would like to see one, statewide process for assessment. Currently a Research and Planning group is revisiting the processes and validation. Vangie will keep the group updated.

5. Other

- Next agenda will include a Skip Downing Conference Update
- New meeting dates/times – Second Wednesday of the month from 3:30-4:30 in Z109. Jan will distribute Spring meeting schedule.

The next meeting is scheduled for Wednesday, February 9th at 3:30 p.m. in Rm. Z109, One-Stop Student Center.

Cuyamaca College
Student Success Committee

Minutes of February 9, 2005

Present: Keren Brooks, Marcella Brown, Bryan Elliott, Gloria Ensey, Greg Gomez, Maria Mendoza, Vangie Meneses, Yvonne Powell, Eric Preibisius, Carmen Solom, Al Taccone, Deanna Thompson, and Steve Weinert

Unable to Attend: Chuck Charter, Cristina Chiriboga, Jan Ford, Donna Hajj, Jackie Hider, Sandra Nolan, Ray Reyes, and Jim Wales

1. Review Student Success Model - Deanna

Deanna gave us an update on the status of how the model is progressing. If you would like to view the model, please go to: <http://www.cuyamaca.edu/student-success/> There are several ways to navigate through this site. The future use of this model is to have electronic dialogue with the institution regarding retention. At a later time, the site may be redesigned for student use also. Discussion followed.

2. Skip Downing Workshop - Yvonne

Yvonne, Glori and Maria shared their experiences with us regarding this workshop. All reported the value of the workshop and would recommend it highly. Southwestern College will be sponsoring another workshop in the future and we are hoping to be invited. For a look at the On Course Success Principles, please see **Attachment A**.

3. Next Steps – Vangie

The committee discussed next steps for rolling out the Student Success Model. It was decided that:

- The counseling and psychology departments would take the lead on gathering material from their areas and plugging the data into the model to be used as an example for other departments.
- Once these two departments have their data entered, the model would be presented again to Academic Senate.
- The model should also be presented to the Administrative Council.
- The Department Questionnaire would then go out to other departments. There were suggestions as to holding a workshop for all Chairs/Coordinators to assist in completing the questionnaire and filling in the data.

4. Timeline

The Psychology and Counseling Departments would take 2-3 weeks to complete their examples and then the Committee would like to roll the model out to the institution sometime in March.

5. Draft Survey/Questionnaire – Eric

Eric presented a copy of the Draft Questionnaire for Departments. After discussion, the Committee decided to use both a “hard copy” of this draft and also provide departments with a link to an electronic copy for their use. The first two pages of instructions would be the same for both deliveries (see **Attachment B**.)

The next meeting is scheduled for Wednesday, March 9th from 3:30-4:30 in Rm. Z109, One-Stop Student Center.

Cuyamaca College
Student Success Committee

Minutes of March 9, 2005

Present: Marcella Brown, Darlene Cole, Gloria Ensey, Maria Mendoza, Vangie Meneses, Eric Preibisius, and Steve Weinert

Unable to Attend: Chuck Charter, Cristina Chiriboga, Bryan Elliott, Jan Ford, Greg Gomez, Donna Hajj, Sandra Nolan, Yvonne Powell, Ray Reyes, Carmen Solom, Al Taccone, Deanna Thompson, and Jim Wales

1. Student Success Model – Steve and Vangie

Steve presented the information he had gathered to fill in the Model for the Psychology Department. Vangie will have Counseling finalized soon and will work with Deanna regarding completion. The Committee discussed compilation of the information and how best to gather, analyze and categorize the info. Once this process has been completed, Vangie will work with Deanna to finalize the product for presentation at Instructional Council. The form used to gather info from other departments will be entitled, "Student Success and Retention Information Request."

2. Matriculation Plan – Vangie

The current Matriculation Plan needs to be revised by April 28th in order to meet deadlines to State. Copies of the current plan were distributed and the Committee discussed what needs to be accomplished along with timelines. There was also discussion regarding the Early Alert process and future changes/needs.

The next meeting is scheduled for Wednesday, April 13th from 3:30-4:30 in Rm. Z109, One-Stop Student Center.

Cuyamaca College
Student Success Committee

Minutes of April 13, 2005

Present: Darlene Cole, Bryan Elliott, Gloria Ensey, Greg Gomez, Vangie Meneses, Eric Preibisius, and Deanna Thompson

Unable to Attend: Marcella Brown, Chuck Charter, Cristina Chiriboga, Jan Ford, Donna Hajj, Maria Mendoza, Sandra Nolan, Yvonne Powell, Ray Reyes, Al Taccone, Jim Wales, and Steve Weinert

1. Matriculation Plan - Vangie

The committee was asked to review the Matriculation Plan and give input. After discussion, the committee approved the plan to be presented at Academic Senate and then be submitted to the State.

2. Student Success Model Questionnaire - Deanna

Deanna presented the current progress on the questionnaire. She also showed the committee how the site can be navigated and where the information will go once the participant submits the questionnaire. All information completed on the questionnaire will automatically be submitted electronically to Vangie. Vangie will bring information to committee for sharing and discussion. The goal is to have the questionnaire ready to share during Staff Development week and then roll out to the institution in Fall of 2005.

3. Student Services Master Plan – Vangie

The committee was asked to review the Student Services Master Plan and give input. After discussion, the committee approved the plan.

4. Early Alert Process – Vangie

The committee discussed the current Early Alert process. After lengthy discussion the committee decided to wait to make changes to the process until Datatel system is implemented. At that time, the committee would like to have the process distributed to the institution electronically.

The next meeting is scheduled for Wednesday, May 11th, from 3:30-4:30 in Rm. Z109, One-Stop Student Center.

Cuyamaca College
Student Success Committee

Minutes of May 11, 2005

Present: Leif Christiansen for Darlene Cole, Gloria Ensey, Greg Gomez, Maria Mendoza, Vangie Meneses, Gene Morones, Eric Preibisius, Deanna Thompson, and Steve Weinert

Unable to Attend: Marcella Brown, Chuck Charter, Cristina Chiriboga, Jan Ford, Donna Hajj, Sandra Nolan, Yvonne Powell, Ray Reyes, Al Taccone, and Jim Wales

1. Student Success Model Request for Information - Vangie

The committee was asked to review this document and provide feedback (see **Attachment A.**) Gloria indicated that she has sent information for her area already and Steve will send his soon. The next step will be to present this form to Academic Senate next week.

2. Student Success Workshop – Vangie

There was group discussion regarding when this workshop should be on the calendar during staff development week. The task force decided to go with Thursday from 1-2:30 p.m. in E102. Vangie will arrange for this. A “draft” of the Student Success Dialogue was distributed and discussed (see **Attachment B.**)

3. Noncredit Matriculation Plan – Marie Ramos

Marie presented the March 2005 copy of the Noncredit Matriculation Program Plan. There was group discussion and Marie answered questions for the committee pertaining to noncredit courses and the current plan.

4. Fall 2005 Meeting Schedule – Vangie

The task force decided to keep this meeting on the 2nd Wednesday of the month, but they would like the time changed to: 2:30 p.m. to 4:00 p.m. Jan will put together a Fall 2005 Schedule and email the task force with the dates.

The next meeting is scheduled for Wednesday, September 14th, from 2:30-4:00 in Rm. Z109, One-Stop Student Center.

Student Success Model Request for Information Form

Committee: Student Success Committee

Charge: To develop a comprehensive Student Success Model. This interactive online model will provide a campus-wide dialogue regarding efforts by departments that contribute to student success and retention.

Purpose of request to faculty and departments: The development of this model will be in several phases. The first phase is to solicit information from you. The purpose of this "Request for Information Form" is to begin to identify what we as a college are currently doing to help maximize our students' potential for success. Our committee needs your assistance in bringing this project to reality.

Background information:

*The Student Success Committee divided our student body into the following categories based on students' goals:

PERSONAL GROWTH	UNDECIDED	JOB SKILLS ENHANCEMENT	CERTIFICATION	DEGREE ACHIEVEMENT	TRANSFER
--------------------	-----------	---------------------------	---------------	-----------------------	----------

* Four specific areas have been identified. These will assist our students in achieving success at Cuyamaca College:

ACCESS TO INFORMATION	ORIENTATION	APPROPRIATE PLACEMENT	SUPPORT MECHANISMS
--------------------------	-------------	--------------------------	--------------------

*Your input and feedback is vital in helping us identify exemplary practices as well as areas in which we need to strengthen. Some of the categories and areas may not be applicable to your area and you may have activities that are consistent for all the categories and areas.

*Please remember that this is a dynamic process and we are just in the initial phases. If you have any questions or suggestions, please call Vangie Meneses at 4487. We look forward to your feedback.

To visit the Request for Information Form, click here:

<http://www.cuyamaca.edu/student-success/questionnaire.htm>

DRAFT

STUDENT SUCCESS DIALOGUE

This workshop is presented by the Student Success Committee to continue the dialogue regarding student success and retention. Come find out more about what the college is doing to strengthen our processes to facilitate student success as well as share your strategies and activities.

Introduction - Vangie

Cuyamaca Retention Information – Greg

Student Success/Title III – Activities – Greg/Maria

Student Success Model – Eric/Steve

Request for Information – Eric/Steve

Cuyamaca College
Student Success Committee

Minutes of September 14, 2005

Present: Leif Christiansen for Darlene Cole, Greg Gomez, Vangie Meneses, Gene Morones, Eric Preibisius, Al Taccone, Deanna Thompson, and Steve Weinert

Unable to Attend: Marcella Brown, Chuck Charter, Cristina Chiriboga, Bryan Elliott, Gloria Ensey, Jan Ford, Donna Hajj, Jackie Hider, Maria Mendoza, Sandra Nolan, Yvonne Powell, and Ray Reyes

1. Summary of Staff Development Presentation – Vangie and Greg

The presentation was participatory and went very well. The Task Force would like to see a repeat presentation during Spring Staff Development week. The suggestions were to try and offer the presentation twice at different times.

Vangie gave a report on her attendance at a recent retention conference which focused on engagement and involvement.

The Student Center Groundbreaking Ceremony is tentatively set for February 14th with the theme being “The Heart of the Campus.”

2. Next Steps for Student Success Model

There was group discussion regarding changes to the questionnaire. After changes have been made, the Task Force would like to send it out to the campus community by the end of September with a deadline of October 31st to return input. Steve will check and see if instructors may be able to receive staff development credit for completing the questionnaire.

3. Other

The Task Force would like to gather data and begin discussions regarding self-assessment/placement. Leif will request data from Darlene and Keren and bring to the next meeting for discussion.

The next meeting is scheduled for Wednesday, October 12th, from 2:30-4:00 in Rm. Z109, One-Stop Student Center.

Cuyamaca College
Student Success Committee

Minutes of December 14, 2005

Present: Keren Brooks, Gloria Ensey, Greg Gomez, Vangie Meneses, Gene Morones, Eric Preibisius, and Steve Weinert

- 1. Update on feedback for Student Success Model Survey – Vangie Meneses**
There is has been minimal response to the request for information. The survey will need to be sent out with a request again in the Spring semester.
- 2. Student Self-Placement Data – Keren Brooks**
Keren presented highlights from the Informed Self-Placement Study by Barr, Higgins, & Grill (see **Attachment A.**) Also reviewed was data regarding the English Assessment for GCCCD (see **Attachment B**) and math (see **Attachment C.**) Discussion followed. The Committee will continue self-placement discussions and Eric will begin discussions with the Math Department.
- 3. Title III Update – Greg Gomez**
Greg presented a power point presentation on retention strategies. Greg asked for input from the committee and discussion followed.
- 4. Matriculation Update – Vangie Meneses**
 - The State Systems Office will be distributing a budget change proposal and the Matriculation Association will be advocating and recommending full restoration of Matriculation funds.
 - Due to budget cuts program reviews are currently under review with possible revisions. A school campus may still request a Technical Review if they would like. Discussion followed.

The next meeting schedule for Spring 2006 will be forwarded at a later date. The meetings will continue to be held on the 2nd Wednesday of each month at 2:30 p.m. in the One-Stop Student Center if you would like to mark your calendars.

Informed Self Placement (ISP) by Barr, Higgins, & Grill Highlights

Criticisms of current model

- Little research exists to support the effectiveness of current assessment options/practices.
- Assessment tests provide little or no improvement over student self-placements.
- Students who score below a cut score often perform as well as, or better than, those who score above a cut score.

Advantages of ISP

- Students choose their classes instead of being told what class to take. Student attitudes improve. Student complaints virtually disappear.
- Promotes students' responsibility for their own education; seems to tap into student motivation.
- Web-based; easily accessible.
- Test anxiety issues eliminated.
- Counselors and faculty provide advice, not enforcement.

Components of an ISP process

- Description of the courses, entrance skills, and their difficulty level.
- Sample problems.
- Questions that assess the student's college readiness, study habits, personal characteristics, motivational level.

Other issues

- ISP runs contrary to conventional educational instincts and wisdom.
- Computerized assessment has not fulfilled its promise of improving placement accuracy.
- Multiple measures are difficult to operationally define and may result in different interpretations by faculty and counselors.

Additional Information

- *Informed Self-Placement: An Attractive Alternative to Conventional Assessment Practices*, by J. Barr, J. Higgins, & C. Grill, American River College.
- Article on ARC Math self-placement - *Ijournal*, Spring 2005:
http://www.ijournal.us/issue_10/ij_issue10_08.html
- ARC Math ISP web page (need student ID): <http://research-web.arc.losrios.edu/math/>
- Moorpark College Assessment web page: www.moorparkcollege.edu/assess
- Grand Valley State University, Missouri's Directed Self-Placement model
<http://faculty.gvsu.edu/gillesr/DS-Particle.htm>

**Grossmont-Cuyamaca Community College District
English Assessment**

The following tables present success rates in English courses for students who enrolled in courses recommended by two placement systems:

Current Placement Method: Uses APS scores alone to place students.

Recommended Placement Method: Uses APS scores, information on student preparedness and expected grades to place students - see *Grossmont/Cuyamaca Assessment Placement Grid: Recommendations for Fall 2004 Placement*.

This research was conducted using assessment and course information on Grossmont College English students Spring 2002 through Summer 2003, due to the larger number of students attending Grossmont College.

	Current Placement Method		Recommended Placement Method	
	#	%	#	%
All English	N = 2422		N = 2178	
Successful	1624	67.1	1488	68.3
Not Successful	285	11.8	244	11.2
Withdrew	513	21.2	446	20.5

	Current Placement Method		Recommended Placement Method	
	#	%	#	%
English 90	n = 139		n = 165	
Successful	70	50.4	88	53.3
Not Successful	33	23.7	36	21.8
Withdrew	36	25.9	41	24.8

	Current Placement Method		Recommended Placement Method	
	#	%	#	%
English 101	n = 1025		n = 866	
Successful	716	69.9	620	71.6
Not Successful	123	12.0	99	11.4
Withdrew	186	18.1	147	17.0

	Current Placement Method		Recommended Placement Method	
	#	%	#	%
English 110	n = 840		n = 774	
Successful	596	71.0	558	72.4
Not Successful	86	10.2	74	9.6
Withdrew	158	18.8	139	18.0

	Current Placement Method		Recommended Placement Method	
	#	%	#	%
English 120	n = 418		n = 376	
Successful	242	57.9	222	59.0
Not Successful	43	10.3	35	9.3
Withdrew	133	31.8	119	31.6

Grossmont-Cuyamaca Community College District
English Assessment

The following tables present success rates in English courses for students who enrolled in courses recommended by the current placement system (APS only), compared with those who enrolled in higher or lower courses than they were recommended to take.

This research was conducted using assessment and course information on Grossmont College English students Spring 2002 through Summer 2003, due to the larger number of students attending Grossmont College.

	Enrolled in Recommended Course		Enrolled in Higher Course than Recommended		Enrolled in Lower Course than Recommended	
	#	%	#	%	#	%
All English	N = 2422		N = 273		N = 274	
Successful	1624	67.1	193	70.7	187	68.2
Not Successful	285	11.8	30	11.0	27	9.9
Withdrew	513	21.2	50	18.3	60	21.9

	Enrolled in Recommended Course		Enrolled in Higher Course than Recommended		Enrolled in Lower Course than Recommended	
	#	%	#	%	#	%
English 90	n = 139				n = 160	
Successful	70	50.4	N/A		105	65.6
Not Successful	33	23.7			15	9.4
Withdrew	36	25.9			40	25.0
English 101	n = 1025		n = 33		n = 29	
Successful	716	69.9	18	54.5	22	75.9
Not Successful	123	12.0	6	18.2	2	6.9
Withdrew	186	18.1	9	27.3	5	17.2
English 110	n = 840		n = 175		n = 85	
Successful	596	71.0	129	73.7	60	70.6
Not Successful	86	10.2	19	10.9	10	11.8
Withdrew	158	18.8	27	15.4	15	17.6
English 120	n = 413		n = 65			
Successful	242	57.9	46	70.8	N/A	
Not Successful	43	10.3	5	7.7		
Withdrew	133	31.8	14	21.5		

Grossmont-Cuyamaca Community College District

Current Math Placement (as of April, 2005)

Recommended Math Course	Overall Course Success Rates	Success Rates of Placed	Placement Rates
80	37.3	24.2	7.1
88	50.5	45.7	
89	68.6	47.1	
90	43.9	41.1	29.1
97	52.2	60.0	36.5 (22% of them have no geom)
103	52.6	49.6	
110	51.9	47.4	
120	63.8	66.9	20.2 ¹ 3.1 ²
125	65.2	66.7	
150	73.8	33.3	
160	54.2	50.6	
170	43.0	40.0	
175	44.7	51.2	
176	47.5	54.3	
178	65.6	62.7	
180	58.0	63.4	
		Bolded: n>50	

¹ These students took the intermediate algebra test and scored 15 or higher.

² These students took the pre-calculus test and scored less than 16.