Executive Summary Report to Faculty Senate on the Student Success Committee

ABSTRACT

This report is based on the Student Success Committee and Sub-committee reports and presentations submitted and made available to the College between June 2010 and October 2011. This report is partly in response to questions and concerns raised at the September 21, 2011 faculty senate meeting.

All supporting documents and presentations can be found on the LCC Intranet site: GROUPS > STUDENT SUCCESS COMMITTEE or the direct link (after login) http://intranet.leeward.hawaii.edu/group/student-success-committee

What is the Student Success Committee?

The **Student Success Committee** is a faculty-driven initiative to consolidate multiple projects on campus focused on increasing the number of students who successfully attain degrees under one umbrella for planning and cohesion. The goals for the SSC come from the Leeward and UH System strategic plan and goals.

The original proposal came from Sandy Hoshino and members of the International FYE Conference Contingent (2010): James Goodman, Laurie Lawrence, Kay Caldwell, Jonathan Wong, Blake Hunrick, Jan Shimabukuro Lee, Larry Andres, Lexer Chou, Chris Manaseri (SSC Proposal to VCAA June 2010).

GOAL	SUB-COMMITTEES
1. Increase the number of graduates and transfers in all programs by 25%.	Graduation and Transfer
2. Eliminate Gatekeeper courses.	Gateway
3. Improve student success rates by 10% in all courses with success rates less than 70%.	Developmental Education
4. Decrease time spent in remedial/developmental courses to one year or less.	Course Success Rate

Administrative support for the initiative was given in 2010-2011 with resources of $200,000 in campus money and $40,000 in ARRA (American Recovery and Reinvestment Act of 2009) money (Fall 2010 convocation presentation).

Since 2007-2008, the campus has allocated resources in support of Developmental Education initiatives. By 2009-2010, the campus had allocated $140,000 to Dev Ed initiatives. For 2010-2011, the Dev Ed allocation was rolled into the Student Success Committee budget. For 2011-2012, the SSC has a budget of $200,000. These resources have been reallocated from enrollment incentive funds.

What are the Committee's General Conclusions so far…

- We need a more systemic approach to **enrollment management**
- Late registration can negatively impact student success
- We need more a **intrusive** approach to **counseling** and advising
- **Instructional best practice** become more widespread through planned professional development
- We need more **partnerships between instruction and student support**
- Need new partnerships for alternate delivery of instruction (i.e., Learning Communities, hybrid courses, faculty or staff retention advisors)
- **Reevaluate policies and practices** to ensure they directly address student success
- Review of **prerequisites** for common "gatekeeper" courses

Sub-Committees

The following is a brief description of the goals and initiatives for each of the four sub-committees. Each sub-committee developed recommendations to guide future planning toward meeting their specific goal.

Graduation and Transfer Sub-Committee

Chaired by Ron Umehira, Dean of Career and Technical Education

GOAL – Increase the number of graduates and transfers in all programs by 25%.

1. **Student Centered Initiatives**
   a. Better marketing of degrees
   b. Student panel at NSO
   c. Work with UAP students on probation and warning. Counselors to discuss strategies.
   d. Mandatory mid-semester grade check
   e. Increase students using STAR
   f. Online orientation
   g. Student Focus groups with programs like the Hālau and Sulong Aral
2. **Faculty/Staff/Administrative Initiatives**
   a. Track students halfway through their chosen degree
   b. Hire retention coordinator
   c. Mandatory visit to counselor
   d. Re-evaluate late registration policy
   e. Workshops for faculty about UAP, STAR, Early Alert
   f. Video of successful students

Gateway Subcommittee

Chaired by Della Anderson, Interim Dean of Academic Services

GOAL – Eliminate "gatekeeper" courses

- A "**gatekeeper**" course is a course with high enrollment (½% of the total student enrollment) with a student success rate (rate of successful completion) below 70%. *In other words, classes with high enrollment and successful completion rates lower than 70%.*
- **Student Success/successful completion** is defined as earning a C grade or better – this reflects students' ability to continue to the next level in a program.
  - This definition of successful completion is already in place in the form of prerequisites (e.g., *ENG 100 with a grade of C or better*). Students are not allowed to advance to higher levels (or in the case of the example, take writing intensive courses) in a program with a W, D or F.
- The sub-committee chose to focus on **100-level or higher** (the developmental education sub-committee is tasked with courses below 100)

- The sub-committee chose to focus on the **5 current highest enrolled** courses with student success/completion rates below 70% that are 100-level or higher (as of spring 2011): ENG 100, PSY 100, HIST 151, SOC 100, MATH 103
  - MATH 103 – currently in the process of course re-design using math Emporium model.

1. **Administrative**
   a. Recommend reducing class size of gatekeeper courses to 25 students
   b. Recommend adding prerequisites to rigorous classes
   c. Recommends that faculty incorporate study skills into the beginning of gatekeeper courses.
2. **Instructional/faculty support**
   a. Provide student success/successful completion rates to faculty for baseline reference and in comparison to the average student success/successful completion for each discipline
      i. These rates are for the use of faculty in self-evaluation and are not intended to be used to evaluate overall faculty performance – don't put it in your dossier
   b. Create a list of peer support ideas for instructors to utilize.
   c. Summarize current Leeward success initiatives that are successful and implement them in other classes.
   d. Develop a mentoring program where a senior professor takes a course from another instructor. Senior professor provides an evaluation to the instructor at the end of the semester.
   e. Support faculty in investigating, implementing and assessing successful teaching strategies that increase student success/completion.
3. **Student centered**
   a. Require students to take a learning skills class or college success class delivered online.
   b. Require college success class if students test below college-level for reading, writing, and/or math.

Developmental Education Sub-Committee
Chaired by Jim Goodman, Dean of Arts and Sciences

GOAL –Reduce time spent in Dev Ed coursework to one year or less

1. **Preparation, retention, articulation**
   a. Require incoming Developmental Education students to take Developmental Education courses in their first year
   b. Priority registration (reserve sections/seats) be implemented for incoming Developmental Education
   c. Conduct focus group discussions in collaboration with Halau and Sulong Aral focus groups.
   d. Exit exams

2. **Administrative and Instructional**
    a. Course re-design
    b. Streamline developmental sequence
    c. Provide Staff Development opportunities for all Developmental Education faculty and staff through targeted conference attendance and other training and coursework.
    d. Work with developmental education counselors
3. **Student Support**
    a. Workshops and group study
    b. Expand and continue alternate modes of delivery (workshops, group study sessions; curriculum   based support)
    c. Maintain and increase level of available peer support.
    d. Provide training for peer tutors/mentors to enable them to provide more effective support

Course Success Rate Sub-Committee
Chaired by Chris Manaseri, Dean of Student Services

GOAL - Increase success rate in all courses not yet at 70% by 10%.

1. **Examine the practice** of instructors whose success rates are relatively high with an eye toward disseminating those practices more broadly;
    a. Teaching Strategies of Leeward Faculty who Have High Student Success Rates (Presentation)
    b. Working on a proposal for year-long one course release time compensated professional development for all newly hired fulltime faculty to commence in fall 2012.
2. Make sure students **start out in the right classes** to begin with (those for which they stand the best chance of success)
    a. COMPASS placement processes - We have made some minor modifications to the COMPASS letter to suggest multiple sittings.   The campus has bought into system changes to support retesting on demand for a fee.   Additionally we are experimenting with a moratorium on the prohibition of retesting once in sequence.   Math's emporium model may be taking some of the sting out of poor placement testing, and Language Arts is experimenting with multiple models to also reduce time in Dev Ed once placed there.
    b. Mandatory orientation and initial advisement
    c. Sufficient courses appropriate for developmental education students to be fulltime.
3. **Supporting** students once in classes
    a. **Revamped the early alert program**, renamed **Maka'ala** and broadened to include all faculty. 450 referrals have been made in the first five weeks of the semester and counselors are contacting referred students before spring registration consumes their available time starting in November. In

all, some significant changes are afoot in how counseling interacts with students identified as not doing well.

b. Enhance the work of Program Counselors.

c. Provide Peer Mentors in more classes

d. Offer more Learning Communities

e. Support and encourage more use of Tutoring, Math Lab, LRC, and online tutoring options

f. **Promotion of STAR** to students using iPads in counselor's offices student show up for their now mandatory initial advising appointment subsequent to mandatory NSO.

g. **Screen students using a Skip Downing** tool as a non-cognitive assessment, and to create success plans for students who register late with both low COMPASS and low Downing indicators.   200+ students were screened this way.

h. We also created a series of **group counseling opportunities** by offering a zero credit College Success Seminar (IS 197) to students who showed need.   More than 150 students have registered for or taken one of the four week series scheduled for a first round of offering in September and a second round beginning this week.

i. Submitted a grant application to purchase Starfish for Spring 2012

Mini-grants

The following tables provide descriptions of each of the mini-grants awarded through the Student Success Committee.

Summary of mini-grants awarded by associated goal

GOAL	Mini-grants awarded	Amount
1. Increase the number of graduates and transfers in all programs by 25%.	AAT Peer Mentor (Peer Facilitator) Project	$9,400
2. Eliminate Gatekeeper courses.	Professional Learning Team for Student Success	$9,200
	Supplementing Instruction with Student Tutors for MATH 103	$7,400
3. Improve student success rates by 10% in all courses with success rates less than 70%.	Community College Journal of Research and Practice	$850
	Hands-on, Scenario-Based Learning in STEM Education	$3,700
4. Decrease time spent in remedial/developmental courses to one year or less.	College Success Seminar – Peer Mentor Program	$3,600
	COMPASS Exit Exam for ENG 22	$3,300
	Opportunity for Higher Placement in Math Courses	$3,000
	TOTAL	**$40,450**

Description of mini-grants awarded by associated goal

GOAL: Increase the number of graduates and transfers in all programs by 25%.

AAT Peer Mentor (Peer Facilitator) Project
This proposal seeks funding for three peer mentors for the Associate in Arts Teaching program to participate in individual and group student-mentor sessions, workshop presentations, AAT program and campus events, outreach activities, establishment and coordination of a peer support/tutor referral program, and other duties as assigned. This proposal expands on the success of the Hoʻokele Peer Mentor Program, which is currently in place for Native Hawaiian AAT students.

$9,400

GOAL: Eliminate Gatekeeper courses.

Professional Learning Team for Student Success
Using the professional learning team model, this project will engage five faculty members from identified gatekeeper courses in a one-year program. Participants will collaborate with other faculty to explore, design, and implement strategies and teaching techniques to improve student success in their courses. Funding will be used to pay a faculty facilitator for one semester and a summer stipend to the facilitator and the five participants.

$9,200

Supplementing Instruction with Student Tutors for MATH 103
The proposed initiative aims to improve on the initial design of MATH 103 in an Emporium model. The proposed activities for this grant is to hire, train, and utilize Math tutors as learning assistants in the classroom. Funding is for 7 tutors working 3 hours a week for 16 weeks each semester. Also includes 4 hours of tutor training.

$7,400

GOAL: Improve student success rates by 10% in all courses with success rates less than 70%.

Community College Journal of Research and Practice
This proposal requests funds for the Community College Journal of Research and Practice. This journal promotes an increased awareness of community college issues by providing an exchange of ideas, research, and empirically tested educational innovations.

$850

Hands-on, Scenario-Based Learning in STEM Education
The proposed new initiative seeks to increase student learning by transforming Leeward CC students into biomedical researchers working at the fictional pharmaceutical company, Aloha Biopharma. A core component of this initiative is the collaboration of students in

two STEM courses, CHEM 272B and MICR 140. Implementation of this initiative will immerse these students in an industry-grade research collaboration where they are active participants, learning real-world skills. Funding is for stipends for instructors and supplies for the classes.

$3,700

GOAL: Decrease time spent in remedial/developmental courses to one year or less.

College Success Seminar – Peer Mentor Program
This initiative will identify new students during NSO who may be high-risk. High-risk students will be encouraged to enroll in Learning Communities; however, the number of students classified as high-risk will exceed the seats in Learning Communities. To meet this need, students will be encouraged to enroll in College Success Seminars (CSS). These CSS will be four-week sessions that focus on success strategies for students. The mini-grant will fund peer mentors for the CSS. Peer mentors will participate in the weekly seminars and conduct follow up meetings with a small group of students.

$3,600

COMPASS Exit Exam for ENG 22
This pilot study proposes to extend and expand the use of English COMPASS tests at Leeward. Currently COMPASS scores are used to place students in an English course, and this study seeks to determine if COMPASS tests, in combination with e-Write assessments, could be used as an exit exam for ENG 22. The funding is for the cost of COMPASS placement test units and e-Write units.

$3,300

Opportunity for Higher Placement in Math Courses
This is a new initiative directed toward getting students on a path that quickly prepares them for college level mathematics. The program will target incoming or continuing Leeward students who have not taken a math course and want an opportunity to place higher on the Math COMPASS exam. This initiative will have students in a six-week preparatory program for either basic mathematics or algebra. The program will provide an organized review before the student takes the COMPASS test for the second time. Funding is for access codes to prep software.

$3,000

Resource Allocations

Budget for 2010-2011
- Funding for assigned time for faculty Dev Ed coordinators
- Funding for peer mentors in Dev Ed Math and Language Arts
- Funding for peer mentors in Learning Communities
- Sent a ten-person team to the national FYE conference in February 2010
- Funded conference attendance for a number of other Dev Ed, AtD and other conferences.
- Bulk of first year expenses were in Dev Ed staffing and the Math Emporium project
- Budget relatively evenly split in second year 40% Dev Ed, 60% all other

Budget for 2011-2012
- Funding for assigned time for faculty Dev Ed coordinators
- Funding for peer mentors in Dev Ed Math and Language Arts
- Funding for peer mentors in Learning Communities
- Budget of 30,000 for Professional Development
- Budget of $60,000 for mini-grants available directly to faculty
- Sending two faculty to FYE Success in CCs conference in Cincinnati next month

Additional Resources

Leeward Data
http://documents.leeward.hawaii.edu:8080/docushare/dsweb/View/Collection-2875

Research and External Reports used by the SSC
http://documents.leeward.hawaii.edu:8080/docushare/dsweb/View/Collection-2869

SSC Internal Reports
http://documents.leeward.hawaii.edu:8080/docushare/dsweb/View/Collection-2865

Student Success Committee Homepage
http://intranet.leeward.hawaii.edu/group/student-success-committee

UHCC Homepage – Achieving the Dream Goals, Annual Report of Program Data by College
http://www.hawaii.edu/offices/cc/