

Student Success, Access and Matriculation Committee

Minutes, October 22, 2008

Members Attending: Brenda Borron, David Fretz, Jerry McGrath, Susan Stern, Jennifer Quadra, Ezekiel Hall, Arleen Elseroad, Julie Evans, Donna Sneed, Jan Stephens, Jerry Rudmann, Susan Sweet

Linda Renne presented the Early Alert Template to the Committee.

Linda presented steps that faculty members would follow in order to communicate Early Alert concerns to students enrolled in their courses. After logging in, faculty will see the Early Alert Form. They may select any one of their courses and then select one, some, or all of their students and “check off” areas of concerns. When the instructor completes the form and clicks “submit” the information on the form is automatically converted into an email. The email would be forwarded to the student’s personal email or would automatically default to the student’s IVC email address. As the student is emailed, so are the referral offices or services related to that particular concern. A list of related referrals (i.e. tutoring, Counseling, Writing Lab) will be determined at a later date and will be specifically linked to the areas of concerns that have been “checked off.” The template that the faculty member fills out also includes a field where general comments can be included.

Faculty voiced concerns about different classroom environments and different ways of grading students and how this may affect the process. Some faculty have no tangible way to adequately address these issues until after student drop dates. Given this, views may be subjective.

Brainstorming the areas to be included as “Concerns” on the Early Alert Form included:

- Some felt it might be helpful to say “may have study skills problems” as opposed to “study skills problems.”
- The Committee recommended a category or heading called: Possible Problems with Academic English with sub categories or headings called Speaking, Reading and Writing.
- The Committee also endorsed positive comments being included in the Alert as appropriate.
- Brenda handed out recommendations on what the template might include in the future. Brenda’s handout included “low test scores on exams,” “low scores on quizzes/homework,” “low scores on essays” and “missing assignments.”
- Lengthy discussions included how general the selections listed should be or if it would be more helpful to be very specific within our list of suggestions.
- Also, projects and other assignments need to be considered as well as test scores alone.
- The Committee discussed other issues and how they might be addressed in the SARS template. These issues included: students not taking notes in class, students lacking

technology skills, students routinely walking in and out class, students lacking writing skills, reading skills or comprehension skills (whether or not English is their first language).

The Committee (on a side point) felt one or two day seminars for international students (prior to classes starting) might be particularly helpful for them as an orientation to college as well as an introduction to the academic skills required in college.

Faculty recommended that as members of this committee they would be willing to participate in an Early Alert Pilot program and suggested that we try to get the support of at least one faculty member from each school to also participate.

Donna will forward via email an Early Alert template that closely matches what was discussed in today's meeting.

The Committee continued to review the 2008-2009 Strategic Plan and Objectives, and the Planning Assumptions related to Student Success/Matriculation to prepare for providing input in the 2009-2010 Strategic Plan.

The Committee discussed Objective IV and the corresponding strategies. This discussion is indicated below.

Objective IV. (Strategies A through I)

- The group felt that a strategy might include a full-time **“bigger facilitator”** – an individual that would oversee all student success areas that support retention efforts on behalf of students. The group discussed a member of the general faculty whose charge would be to oversee the Writing Lab, the Reading Lab, the Math Lab, the Tutoring Center, etc. This individual would be in place for one or two years and then another member of the general faculty would step into the role.
- Jerry Rudmann discussed a group of courses that Goldenwest College has created which are taught by faculty from different areas of the college and are based on the **college success course** ‘Becoming a Master Student’. He mentioned that they are quite successful and are geared toward retention efforts and were created for the new student. He believes they are UC and CSU transferable.
- Brenda Borrón mentioned that there is a **correlation study** currently beginning in regards to WR 280 and WR 201 students and how these courses increase students’ success rate at IVC. Another question raised was “What impact does poor reading have on GE courses?” We could list a strategy as “reviewing data of English correlation study and implement strategies.”
- Also discussed was a **Reading Apprenticeship program** for instructors that would involve essentially a learning community. A special emphasis would include a sensitivity of the issues and mentoring for instructors. We might use ATEP as a pilot location.

Informational item: 2007-08 Final Expenditure by Category

Donna passed out the Expenditures and made note that a large portion of the budget was and is dedicated to salaries and benefits. At or before the next meeting, she will pass out another version that included the group's request for clarification on the clerical salaries section.

2008-09 Budget Update

Donna announced that she **had confirmed by a telephone call to the state that the final budget amount for IVC Matriculation funds for 2008-2009 is \$576,988.00.**

Meeting Adjourned at 4:40 p.m.