

Student Success Initiative

Presented by Cindy Walker

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Basic Skills Initiative – CA

“The Basic Skills Initiative is an effort to bring about the ability to address basic skills and ESL needs through three things: information on effective practices, professional development to allow colleges to examine their basic skills and ESL efforts and how to improve them, and dollars to allow colleges to act on the first two.”

(Basic Skills as a Foundation for Student Success in California Community Colleges brochure, 2007)

BSI Background

- Funded by a grant from the Chancellor's Office
- Based on the document, *Basic Skills as a Foundation for Student Success in California Community Colleges (2006)*
- Distributed \$ to each of the CCCs based on coding of Basic Skills courses (yearly)
- Offered workshops, resources, and training (ongoing)

4 Areas of Emphasis for Effective Practices in the Basic Skills Initiative:

- Organizational and Administrative Practices**
- Program Components (Student Services, PSR, etc.)**
- Staff Development**
- Instructional Practices**

BSI at Chaffey

- Laura Hope and Jim Fillpot – authored sections for the *Basic Skills as a Foundation for Student Success in California Community Colleges* (AKA “The Poppy Copy” – can be downloaded at <http://www.cccbsi.org/>)
- Formed SSI Committee (college-wide representation) in Spring 2007
- Conducted a college-wide assessment of all areas connected to Basic Skills (Foundation Skills at Chaffey)
- Conducted a comprehensive survey of faculty needs and priorities

Core Values of the SSI Committee

- Students are the highest priority
- Initiatives that support integration between disciplines and support services are necessary for student success
- Grant and District resources should be spent on services with proven methods of effectiveness
- The Committee endeavors to support a culture of innovation at Chaffey that is followed by inquiry and research
- Initiatives that create opportunities to share ideas and perspectives are also essential
- The committee must remain representative for effective dialogue and decision-making
- The committee membership must communicate the shared vision to the rest of the campus community
- The committee must be able to evaluate and demonstrate that initiatives are driven by a desire for institutional change

Major Initiatives at Chaffey funded through the SSI

- Faculty Success Center
- EOPS Summer Readiness Program
- Early Alert
- Supplemental Instruction
- Chino Reading/Writing Center

Faculty Needs Assessment

As part of the Basic Skills Initiative, a comprehensive faculty survey was conducted in spring 2008.

265 surveys completed

49.1% adjunct and 48.7% full-time instructors responded

- Developing students' critical thinking skills
- Maintaining rigor
- Enhancing existing deliveries
- Instructional effectiveness
- Helping students effectively use their texts

Faculty Success Center

Summer Institute

“Preparing for the Under-prepared”

In 2008 and in 2009, the Institute supported 48 faculty through a two week academy focused on alternative teaching strategies and research methods.

Follow-up to Faculty Summer Institute: Continued Transformation

- Faculty participants apply what they have learned in a small research project in the fall semester.
- In Spring of 2009, the faculty participants from Summer 2008 presented their research results in a Poster Session.
- In fall 2009, they are implementing their innovation for spring 2010 publication “A Community of Practice.”

Faculty Success Center Seminars



Over the past 18 months, the Faculty Success Center has offered 11 two-day seminars on specific topics that directly impact student success and teaching methodology. These are open to all faculty with a maximum of 30 participants

Topics include the following: Generation 1.5, Reading Across the Curriculum, Enhancing Critical Thinking, Emotional Intelligence and Engaging Instruction, Developing a Learning Community, The Basic Skills Initiative, Alternative Assessment Techniques, and Culturally-Responsive Teaching

Faculty Success Center “On Demand”

Exploration of “Webinar” formats for flexibility and cost effectiveness

Recordings of sessions available in the Center

Publications for future use

Follow-up session that are more in-depth



Faculty Success Center Events



The Faculty Success Center offers approximately three “College Hour” events per month, focusing on educating faculty about resources and “to go” strategies that can be quickly integrated into interactions with students.

Topics have included student panels, bookstore and library services, detecting domestic violence, H1N1 update, collaborative learning techniques, and department meetings.

“Puck” Awards 2009

Nominations are being taken now for the following criteria:

Identify and describe a recent innovation (between January 2008 November 2009). Your description may include how the innovation has increased efficiency, reduced costs, improved the work environment, or enhanced student success.



Winners of the “Puck” Award will be sent to the National Institute for Staff and Organizational Development Conference in May 2010

EOPS Summer Readiness Program

EOPS and Math teamed up to create a summer readiness program for students needing Math support and preparation.



EOPS Summer Readiness Program

- The Math workshop funded by BSI provided the EOPS Summer Readiness Program (SRP) students the opportunity to prepare themselves for the rigors math courses here in college.

EOPS Summer Readiness Program

- A Guidance course (exploring career options and college survival skills) was paired with a basic Math Review course.
- The class met 2-3 times weekly throughout the summer session and the instructor reviewed basic Math concepts and stressed to the students the importance of beginning their Math sequence of classes immediately, and remaining with the sequence of courses until they completed their Math requirements.
- This was emphasized throughout the summer and resulted in the majority of the SRP students improving their skill levels and registering for all math courses and completing them during subsequent semesters.

Goals of the Program

- Motivate students to take their Math sequence early (one of the key factors for success and transfer)
- Students will understand the Math curriculum/progression through the math sequence of classes.
- Students will understand the prerequisite material needed for each level of Math
- Eliminate or reduce the fear of Math
- Empower students to interact successfully with Math
- Create support groups for students and a sense of community

EOPS Summer Readiness Program - Results

- Of the original 23 students recruited for the program, 20 students participated in the Math Workshop. Of those 70%, 14 students passed the summer program, enrolled in, and successfully completed the next sequential course or higher (Math 520/410). Of the students who took the Math Workshop, 17 continued to take Math in spring '09 (74%).
- Even 2 of the 3 students who received no credit for the workshop successfully passed Math 510 in fall '08. The other student who received no credit for the summer workshop enrolled in Math 510 for spring '09.
- In summary, **97%** of students who participated in the EOPS Summer Readiness Math Workshop achieved success with Math over the course of the academic year and continue to benefit from the effects of this collaboration.

Early Alert

- Early Alert was created to meet the requirements of Title V regarding the notification and follow-up of students' academic progress.
 - An easy system was created to notify students who were struggling in classes or in danger of not succeeding. Students are notified *early* enough in the semester to give them an opportunity to get support and make changes.

Early Alert

- Instructors using Early Alert can complete an easy check-box form on ChaffeyView.
- Students receive an email, letter, and phone call giving them recommendations for support and resources that might help them.
- 770 students were alerted in 115 Spring 2009 sections

The Relationship between Receiving an Early Alert and Student Course Performance

- Students who were alerted prior to census were more likely to successfully complete the course they were alerted for (74%) than students who were alerted after census (55%)
- Students who received an early alert were statistically significantly and substantially more likely to successfully complete the course they were alerted for **if they accessed a success center** (38%) than students who were alerted and did not access a success center (23%)
- When comparing Chaffey's Early Alert Program to other community college early alert programs Chaffey students are as likely or more likely to successfully complete the course they were alerted for than students who were alerted by other early alert programs at other colleges

Telephone Interview Results

- Students indicate that the initial phone call from the early alert team member was the most helpful service
- The most frequent suggestion by students who were alerted to help improve the program was to alert students earlier
- The primary benefit identified by students was being informed of their current progress in the course

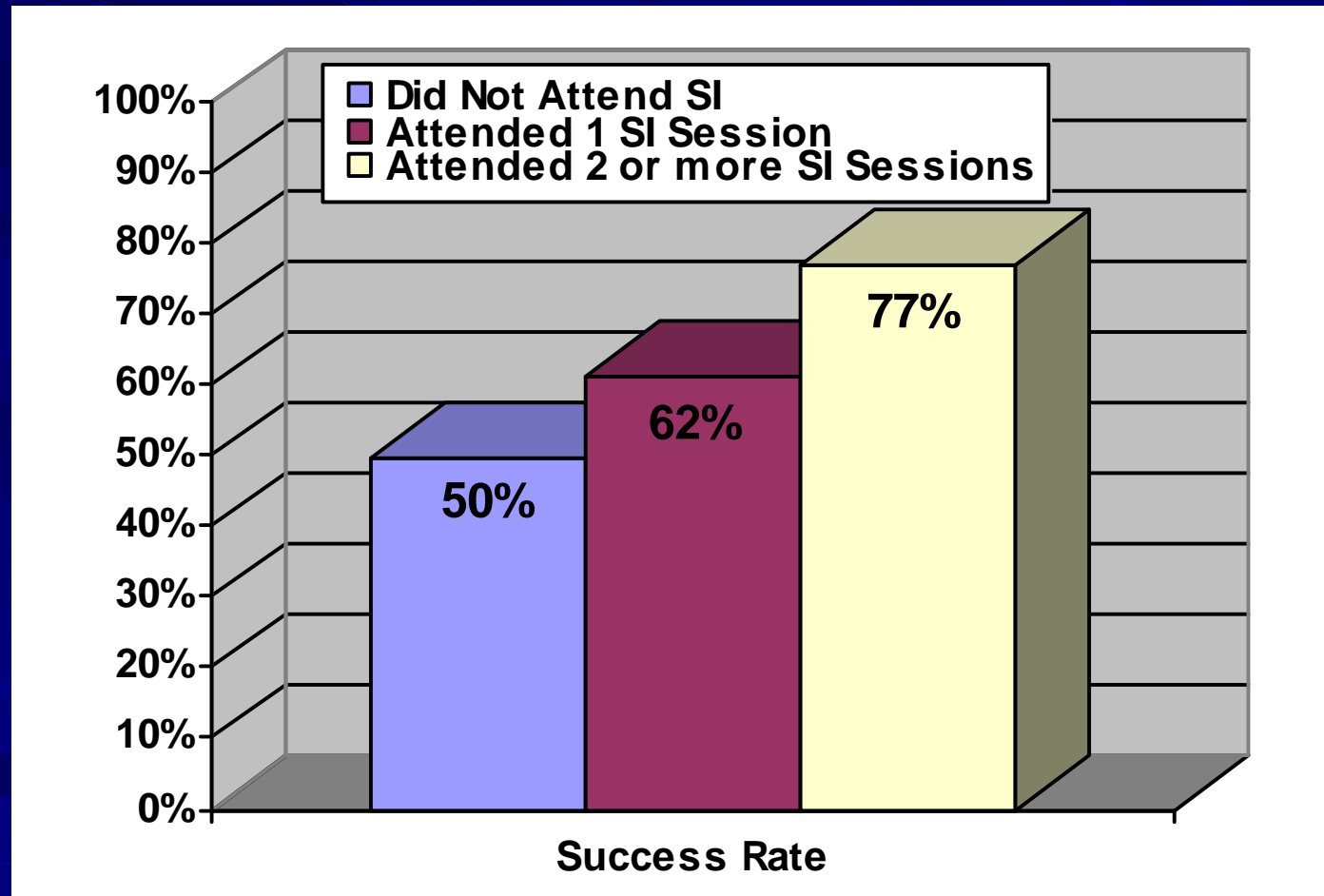
Supplemental Instruction

- SI is an academic assistance program that seeks to increase student performance and retention by targeting historically difficult courses rather than individual students.
- A main component of any SI Program is the SI Leader. SI Leaders are students who have demonstrated competence in the courses they are selected to lead.
- SI Leaders attend each class session and present an appropriate model of thinking, organization and mastery of the discipline. Outside of class, the SI leaders provide additional instruction in how to learn the material, study strategies, and tutorials.

Supplemental Instruction

- SI has served 1,478 students from Fall 2005 to Summer 2007 in biology, chemistry, earth science, geology, math, physical science, and physics courses at Chaffey College.
- Research indicates that 245 of the 1,478 students or 17% have utilized SI for two or more sections. The percent of students utilizing SI in the sections where it is offered has consistently increased since Fall 2005.

Supplemental Instruction



Supplemental Instruction - Results

- Students who utilized supplemental instruction two or more times had a statistically significantly higher ($p < .001$) success rate (77%) than students in the same section who did not utilize SI (50%)
- Hispanic students who utilized supplemental instruction two or more times had a statistically significantly higher ($p < .001$) success rate (71%) than Hispanic students in the same section who did not utilize SI (42%)
- African American students who utilized supplemental instruction two or more times had a statistically significantly higher ($p < .001$) success rate (61%) than African American students in the same section who did not utilize SI (46%)

CB-21: The Next Big Acronym for Basic Skills

- CB 21 is a data element reported to the Chancellor's Office that helps to designate the various levels below transfer and track progress and success within foundation course sequences. *
- Need to create a consistent and uniform way of defining the numbers of levels below transfer and create some curricular standards.*
- The Chancellor's Office and the Statewide Academic Senate endeavored to create a rubric that defines the core elements of each course below transfer. *

CB-21

- Using this rubric, as well as some new TOPS coding guidelines, each college in the state is being charged with the task of re-evaluating its current coding structure for accuracy and consistency with the current rubric. *
- According to the Chancellor's Office, "these changes are expansive and require curricular discussions of student expectations." *
- The Office of Instruction and Curriculum Office will be receiving initial training in November, and then coordinators of English, Math, Reading, and ESL will be trained as well. The deadline for completing this task is no later than March 1st, 2010. *

**All information was quoted and/or taken from a memo from the
Chancellor's Office*

Course Sequence	Suggested CB 21 LEVEL Coding for courses below transfer courses –			
	CB21-4 levels prior to transfer	CB21-3 levels prior to transfer	CB21-2 levels prior to transfer	CB21-1 level prior to transfer
single course developmental sequence				English
2 course sequence			Basic Writing→	English
3 course sequence		English Skills→	Writing Fundamentals→	English
4 course sequence	Basic Vocabulary and Grammar	Writing II→	Writing III→	Writing IV
5 course developmental sequence	Writing Fundamentals→ Paragraph Writing → (two courses coded on one level)	Introduction to Reading and Writing Skills →	Improving Writing and Reading Skills→	Introduction to College Level Reading and Writing

BSI Resources/Links

- <http://www.cccbsi.org/basic-skills-handbook>
- <http://www.cccbsi.org/effective-practices>
- <http://www.league.org/gettingresults/web/>
- **Data Elements Dictionary:**
<http://www.cccco.edu/SystemOffice/Divisions/TechResearchInfo/MIS/DED/CourseDataElements/tabid/267/Default.aspx>