Student Success Committee Minutes

November 12, 2014
12:10-1:30pm
G1-301a


Guests: Kozeracki, C., Fallert, D., Dunsheath, B., Gallegos, A., Rhim, C., Perez, A., Spangler, S., Ventura, B., Ornelas, D.

Guest Speakers: Nixon, J., Manning, T. (Achieving the Dream)

A. Approval of Agenda: Approved by committee by consensus.

B. Action Items:
   1. Discussion of Davis Jenkins’ article on “Redesigning Community College for Student Success: Overview of the Guided Pathways Approach”: John Nixon has been the ATD coach for ELAC for three years and will not be returning for spring. Terry Manning has been introduced as the new data coach. J. Nixon states that the Davis Jenkins article is a fundamental shift of what we know with student success in community colleges. The shift is a legislative mandate and has been for years. “Manage change rather than have change manage us”, he states. The values that stand behind this article speaks to a different balance between access and success which means a higher degree of intervention with students. He states that the fundamental pathways approach is giving directions to students and combining a lot of support on guiding them. T. Manning also states that academic programs are structured into two plans and the issue is to redesign student support services. With structured pathways things are broken down and information is just not dumped on the student to figure out. She adds that Miami Dade College, a college who she is a data coach for, are following this structured career pathway and have been successful with a higher graduation rate by changing their approach to high school students and orientation. J. Nixon points out on page five where design principles and policies is discussed, that ELAC has provided the campus with principles a-f. The only challenge is taking these principles and growing them to serve all students. C. Kozeracki questions D. Ornelas on how do we deal with students who are undecided in their goals. D. Ornelas responds by offering student’s orientations, onsite plans, and hiring more adjunct/counselors. E. Escatiola asks how do we get address the issues these barriers our students are facing. T. Manning responds that we have to structure activities across the institution with everyone involved and getting feedback from people. Miami Dade changed in a year, even if the change were to cut their enrollment and with the help of their president making changes. Faculty care about their students and are unionized. J. Kenny states that we need to give ourselves credit for coming a long way and we are just missing the structure T. Manning discussed. A. Davidian questions T. Manning how do we get first time students to determine which department they want to fall under. T. Manning responds that at Miami Dade they have a three tiered advising that have a set of advisors that work with the high schools. They recruit, have a college night, work with the parents, and work with students till they finish placement/orientation. They are then handed off to academic advisors till they complete 15 credits than see a faculty mentor advisor. A. Ryan-Romo adds that we should take a look at
what CSUs are doing, they have an accurate model with Meta majors. They take their GEs courses and break them down to themes. They are then labeled into the catalog as a pathway. J. Nixon states that the highest rate in success are under CTE programs. E. Escatiola asks how Miami Dade dealt with curricular coherence issues. T. Manning answers by contextualizing some developmental education but they had pathways already set up but students did not have direction. If ELAC is going to go the route of pathways and put emphasis on student success, zero base scheduling should be conducted every other year states J. Nixon. A. Arenas includes that the key features of FYC is co-herent scheduling. Math and English department have had gains because of this scheduling. B. Dunsheath declares that the last sentence in the article is the most important. “Increasingly, to attract and retain students, colleges will have to offer programs that enable students to earn credentials of value in a timely fashion.” This is a huge cultural change for our college. R. Moyer brings back the topic of Miami Dade’s president taking charge of structure and questions what was the approach he took that got everyone on board. T. Manning answers back with the president had a good team and explained how poorly students were doing during town hall meetings. A. Ryan-Romo concludes with an example of zero scheduling with one of her former students. The student was able to take math classes he needed within three semesters and now he is not able to take the next level because it is not offered this semester, so he is out of luck and categorized as a drop out because he could not change his work schedule. J. Kenny adds that the PACE programs was one of the most successful programs that had a good scheduling. One administrator was in charge of the schedule just as FYC.

2. **Meaning of being a ATD Leader College:** No Report
3. **No-Cold Assessment and Assessment Preparation Update:** No Report
4. **Reading Across the Curriculum projects:** No Report

C. **Items from the floor:** None