

Senate Notes on Student Success

Feb. 19, 2013

1. What are the barriers to students' success – socially, institutionally, or academically?
2. Data – what do we know and what do we need to know in order to make improvements?
3. What are we doing now that can be replicated?

1. Barriers to student success?

- Academic preparation – reading**
- Familiarity with academic culture - *
- First generation college students - social capital**
- Family responsibilities *
- Work – financial obligation *
- Money ***
- Not buying texts
- Not enough classes – perception that we're full
- Motivation**
- Having a clear direction - Students not sure what they're doing in college
- Too much choice – need less opportunity for procrastination (esp. in Basic Skills)
- Transportation - proximity
- Relation of student's current job to classroom learning
- Limitations imposed by SS Act
- Financial aid now linked to plan/major
- Lack of awareness of resources available for students
- Lack of "just in time" assistance – we need a better sense of the whole student
- Ed plan – students could also use a life plan – (ACE-like foundation course for all would be great)
- Ed Plans too rigid – required to declare a major too soon
- Difficulty to make an Ed Plan – each transfer school has such different requirements
- Need ACE-like invention, working together, research, cohort learning
- Difficulty enrolling in Watsonville
- Info overload – catalog used to be all you'd need
- Commuter school – lack of camaraderie/engagement*
- Self-efficacy – seeing yourself as a college student
- Mental health challenges
- Shame – students internalizing that it's their fault; or feeling that the frustration of academic challenges is a sign of their personal failure
- Instructors not always approachable
- Heterogeneous student population (i.e., level of preparation)
- Students using other disciplines for help
- Some students just at a point in their life where they need something else besides school

2. Data

- Completer-leaver info – CTE model*
- More background info on students *
- Certificates
- Cross data analysis
- Subtle factors not covered by completion
- How to define individual success in a variety of programs
- Faculty do not know where a student is in their plan (e.g., class canceled for terminal CTE students in their last semester)
- Faculty do not know a student's major
- Are Ed plans a constraint – do students avoid them when not sure of their path? Can we change label to “direction?”
- Ed Plan – distinguish between comprehensive and initial
- Retention may not mean very much – success and retention better
- External assessments – in CTE they're very helpful
- Curriculum – can we get info on assessments and sequences of courses?
- Does it take too long to get through some programs?
- Advanced Placement model – unified assessment instruments – objective and subjective measures
- Exit interviews
- Request for info on students when they request a transcript

3. What can be replicated?

- S4C – Santa Cruz County College Commitment
- Medical Assisting model – teams self-manage
- Need better opportunities for faculty to share best practices (ECE) - *
- Cost should not stop us – cannot afford NOT to
- ACE foundation course - cohorts
- Department meetings – use to identify students near completion and/or meet with all students in your major
- Mentoring new college faculty – diversity...meet our students where they are in their lives
- Community support each other
- Collaborative learning areas
- Best practices on syllabi – better transmission to all faculty
- Grant more certificates to reward students more directly