A Successful 2014 Gateway Student Success Summit!

The 2014 Gateway Student Success Summit, held last Friday, was a collaborative event, meaning that stakeholders on the continuum from high schools through university joined together to talk about ways to improve student access and success. Building on the theme of student success, the welcoming remarks were made by CR President Kathy Smith and Academic Senate Co-President Bob Brown who gave their perspective on the connection between CR’s student success agenda and California’s Student Success Initiative.

Following the opening remarks, Dr. Angelina Hill provided information on our student success data. Then Coleen Parker, the principal at Del Norte High school, and Erin Wall led a discussion on the K-12 common core initiative and its potential impact on CR. The Summit also featured a panel of CR faculty and staff who talked about what we’re doing to improve student success and what we should be doing to address the needs of students. Panelists included: Peter Blakemore, English Professor, Jay Dragten, Counseling/Articulation Officer, George Potamianos, History Professor and Curriculum Committee Chair, Julia Peterson, Director of Business Training Center and Noncredit, Sheila Hall, Director of Counseling and Advising, Michael Dennis, Professor of Economics and Business, and Kevin Yokoyama, Math Professor.

The Summit culminated in a large group discussion and wrap-up session where discussion group facilitators shared key points from the roundtable discussions on improving alignment between high school and college curriculum, closing the achievement gap for underrepresented populations, and enhancing the High School to Community College to University/Employment Pathway.

It was a very positive and collaborative group of educators who generated a lot of great ideas. We still have some work to do to fine tune those ideas and the implementation timetable, but there appeared to be a unanimous conclusion that there are achievable steps that we could take to increase student success. Here’s a quick glimpse of some of the ideas that were identified through the discussion groups:

**Closing the Achievement Gap for Underrepresented Populations**

- Improve/create connections with current students and new students via peer mentoring
- Create a social community within an academic community
- Find out what can be provided to a high school student to increase connections to college
- Offer tuition guarantees
- Improve the bridge to education through parent interventions
- Define who our students are: Student athletes, students out of state/cultural difficulty, transition with age/culture, low income, underrepresented students, etc.
- Develop peer mentoring
- Develop summer bridge programs for student success
- Get key people together to improve transition from high school to college
- Investigate service learning opportunities
- Build connections with workforce preparation and work experience
• Get CR faculty out in the high schools connecting with students and promoting their programs. They are not only the most knowledgeable of their programs, but their personal connection with students will go a long way to getting students to choose CR and/or college in general.

The High School to Community College to University/Employment Pathway

• Develop pathways that are clear, have a defined sequence of courses and work experiences, and have on ramps and off ramps
• Pathways should show students what they would gain at the end of the pathway
• Pathways should have academic, career, financial literacy, personal “experiences,” and just in time support elements
• We should have a pathway for students who are undecided
• Pathways should reach into the junior high school level to get students on a path sooner
• Provide students with a way to get off one pathway and onto another
• Students can’t just wander through courses, “exploration” time is limited
• Develop a non-credit summer bridge package (math, English and college success skills) to be offered at high schools during summer to prepare students for college placement and academic expectations

Improving Alignment between High School and College Curriculum Roundtable

• Develop Professional Learning communities: high schools, community colleges, HSU
• Revisit our placement processes and have a true multiple measures process
• Look at assessments together: College faculty “peek into” this process
• Expand multiple measures
• Look at high school transcripts
• Review math and English placement cut scores
• Develop joint projects between high school and community college (ex. co-teach with high school and college)
• Bring back science night and make it into a roadshow
• Get administrative support for joint professional development opportunities with high school, community college, and HSU faculty

Thank you to the many people who helped support this event. The first annual Student Success Summit was coordinated by: Erin Wall, Tracey Thomas, Angelina Hill, Kintay Johnson, Crislyn Parker, Sheila Hall and Bob Brown.

Update on Educational Pathways Taskforce Work

There’s been a lot discussion on how we can optimize enrollment, increase completion rates, and increase student retention and persistence. Clearly, one way we can increase enrollment and improve persistence is to provide course offerings that align with student need, streamline pathways to degree/certificate completion by focusing on courses and degrees with clear pathways to transfer or employment, and ensure that students can access the courses they need to complete a degree and/or certificate in a timely manner.
With those things in mind, the administration and Academic Senate created an educational pathways task force last fall to review our degrees and certificates, examine the state’s curriculum expectations, develop recommendations for how we can create clear educational pathways, and provide a strategic framework to review our current degree and certificate offerings. Membership on the task force includes Bob Brown, Mark Renner, Dan Calderwood, Jay Dragten, George Potamianos, Peter Blakemore, Erin Wall, Tracey Thomas, Jeff Cummings, Joe Hash, MaryGrace McGovern, Angelina Hill, and Keith Snow-Flamer.

The task force will meet regularly over the next several months and culminate in a student focused strategic framework built around four key elements:

- Improving the college’s capacity to deliver coursework necessary for completion of a Student Education Plan
- Meeting SB 1440 and SB 440 mandates
- Building well-designed, student centered, and robust distance education degree offerings
- Providing guidelines for developing future Associate Degrees for Transfer (ADT)

It’s important to keep two things in mind as we move this work forward. First, the task force is not a de facto discontinuance or suspension process—we have a defined process for revitalization, suspension or discontinuation. Second, we don’t have the student population or the fiscal resources to support all our current degrees and certificates and all ADTs called for in SB 1440 and SB 440.

We’re going to post minutes of the meetings on the Instructional Council webpage if you want to keep abreast of the work of the task force.

Status of ADT Development

Brice Harris, Chancellor of the California Community Colleges, recently called the presidents of the 30 community colleges who had not reached 50% of their ADT goal as of the end of last year. Yes, CR received a call, and President Smith assured the Chancellor that we will achieve 100% of our goal by the end of this year.

The updated ADT matrix from the Chancellor’s Office indicates that system-wide, California community colleges have only reached 66% of the collective goal and CR is lagging behind at 44%.

Our faculty colleagues are working hard to help us meet our goal by the end of this academic year. Here’s a quick update on the ADTs under development.

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<th>Status</th>
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<tr>
<td>Early Childhood Education</td>
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<tr>
<td>Psychology</td>
<td>Approved</td>
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<tr>
<td>Studio Arts</td>
<td>Approved</td>
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<tr>
<td>Administration of Justice</td>
<td>In progress but may not be included in the catalog</td>
</tr>
<tr>
<td>Math</td>
<td>In progress and will be included in the catalog</td>
</tr>
<tr>
<td>Business</td>
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Welcome to New Division Colleagues

The Board of Trustees approved several new colleagues to our division:

- Eugenia Bezzerides—Associate Faculty in Nutrition Sciences in Eureka
- Christopher Cooper—Associate Faculty in Library Sciences in Eureka
- Jon Chambers—Associate Faculty in Fire Technology in Eureka
- Mark Sokolowski—Associate Faculty in Biological Sciences in Eureka
- Kris Kalman—Associate Faculty in Fire Technology in Eureka
- Jennifer Burlison—Associate Faculty in EOPS Counseling in Eureka
- Joan Hirschfeld—Associate Faculty in Counseling in Eureka
- Tova Lund—Associate Faculty in Jewelry in Eureka
- Patrick Brown—Associate Faculty in Chemistry in Eureka
- Brenda Lindemann—Associate Faculty in Sign Language in Eureka
- Elizabeth Niemeyer—Associate Faculty in Noncredit English as a Second Language in Eureka

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<tr>
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