MINUTES

Members present: Bianca Rose, Cyndie Morozumi, Heather Smith, Julie Greathouse, Katie Musick, Lauren Morimoto, Leslie Shelton, Lynn Stauffer, Michael Visser, Richard Whitkus, Thaine Stearns

Notified absent: Andrew Rogerson, Martha Shott, Mo Phillips, Sean Johnson

Absent: Matthew Lopez-Phillips

Staff: Jo-ann Dapiran

Agenda
1. 3:00pm Edie Brown, Academic Advising – Admissions, Remediation and Retention
2. Funding Opportunity for Studies using CSU Dashboard – Sean Johnson
3. GIG Recommendations – Review and Looking Forward

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3:05pm Lynn Stauffer called meeting to order. Minutes from 9/14 & 10/5 meeting handed out for review. Please read at your leisure and provide feedback for any changes needed. The committee is informal so the minutes won’t be approved, but should be accurate for reference.

1. Admissions, Remediation and Retention

Time certain with Edie Brown has been postponed; she couldn’t make it today, so Rich will take on item 1. This is a continuation of the discussion from 10/5. There’s confusion when students are admitted, transcripts may not be in yet, or they are completely ill prepared for college, so they are not getting into the right remedial classes or not taking them at all. Even by the end of the 1st year there are too many outstanding students asking for waiver and/or extensions. If they are granted, the word gets out to other students, who in turn try to take advantage of the system.

Rich reiterated that in his quest for ideas, options, even CSU universal processes, there are none to speak of. Each campus has its own policies and practices in place. Here at SSU the practice is to refer the student to the JC if after their first year the remedial courses haven’t been completed.

2015 – 2016 Meeting Dates
Mondays, 3:00 to 4:30
9/14, 10/5, 11/2, 12/7, 2/1/16, 3/7, 4/4, 5/2
Lynn asked for ideas from the group.

Lauren posed the question, “Why are students not completing remediation?”

Julie – It’s just not on their radar and they don’t read their emails. Many actually think they’re exempt, and others don’t feel accountable for their non-action. They believe they can get an extension.

Leslie – In math remediation it’s mostly 1st gen/lowl income students. They have no support from their family to help them navigate the system. They are in denial that they need remediation, are embarrassed, or don’t know how or don’t know about the resources available. If they were already behind in H.S. it’s next to impossible to catch up once here in just 1 year. Students seem to use the help offered for English but not so much for math. Currently there are 103 students asking for exceptions.

Thaine – On the English side, English is delivered differently. It’s not called remediation, and hasn’t been for a while. There is quite a bit of support for students in ‘remedial’ English and the stretch course makes it difficult for students to fail 100A&B. Plus the new self-directed placement that begins next year will change the whole picture of ‘remedial’ placement.

Lynn – On the math side, it’s a different dynamic. The student’s placement can change within days of the first day of class. The school is now offering Math 35 in the fall and spring, when it used to be just the fall. One possible idea is to offer a math workshop – a 1 unit supplemental developmental math course (SI-supplemental instruction) – that is mandatory to take along with the math course.

Rich – We don’t want to turn away students but getting them through remediation is a problem. If we send them to SRJC what percentage ends up returning to SSU? The English model gets them through, but the math model seems to be more of a problem.

Lynn – Currently the math department is poised to make some needed curriculum changes that could / would address the remediation issues. One would be to hire a visiting professor who could take on the remediation/workshop ideas and put something into practice. A stretch model for remedial math is feasible. The current math committee is working on putting forth a developmental math program and we want to continue encouraging and supporting their efforts. Possibly some of the student success funds could be allocated to this issue and fund the proposal of a math stretch program.

Committee Recommendation – funding from the C.O. for Student Success be allocated to further research and support Math Department in their on-going efforts to develop alternate model for math remediation.

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2. Funding Opportunity for Studies using CSU Dashboard

Lynn - Sean had a last minute appointment and couldn’t make it today. He intended to announce (and encourage) the use of the Dashboard and to say that the CO will provide money, $5k-$10k, to those willing to use the Dashboard to address questions. Sean is slated to give a presentation to the committee at the 12/7 GIG meeting.

3. GIG Recommendations – Review and Looking Forward

Review recommendation to the Provost from February 2015.

Item 1. Money is still being funded to expand HIPs, but the question of follow up assessments was posed. Heather mentioned that she just finished a task stream report on FYE that was given to Sean Johnson.

Service learning and community involvement came up and Cyndie said that U-Engage is being used in Res. Life and has 1300 SYE members. It helps students navigate how to connect to campus life, and has been a good tool for bringing the imprint of SYE onto campus.

Heather brought up the comment made by the Provost regarding the Signature Sonoma Experience, and that 60% of students have this type of experience. Is this really the case? What does it really mean? Where is the starting point? Some departments have very few signature experiences linked to their curriculum. Funding is needed to bring this percentage to reality.

Committee would like the term Signature Sonoma Experience defined.

Item 2.a. Discuss the elimination of undeclared status. There are many changes that need to be set in place before this can even happen. The goal is not to pull the rug out from under students, nor to loose students. Ideas discussed:
- Have the student at least declare an ‘interest’ area to help them navigate their future coursework.
- Have all students come in as undeclared, like some universities, and let them find what they’re truly interested in and then declare.
- 1/3 of undeclared know exactly what they want to declare as a major, but can’t get in so they choose undeclared.

Committee will continue to revisit recommendations and come up with a fresh set of 2016 refined recommendations.

Adjourned 4:20pm