LONG BEACH CITY COLLEGE
STUDENT SUCCESS COMMITTEE MEETING
MINUTES
May 4, 2009
2:00-4:00 p.m. – N-101

Members Present: Shauna Hagemann, Hannah Alford, John Downey, Jordan Fabish, Emily Gehrman, Lisa Goddard, Kenna Hillman, Ruby Icaro, Jannie Mackay, Donna Rafanello, Giselle Richards

Members Absent: Bobbi Villalobos, Eva Bagg, Joan Rudolph, Casey Crook, Tom To, Mark Matsui

Guests: Helga Wild, Daniel Berumen

Hand-Outs: (1) Hannah Alford
  Preliminary Findings: Effect of Student Success Centers on Course Success Rates

Welcome (Shauna)

Institutional Effectiveness (Hannah Alford) (Refer to handout)
Hannah Alford presented the findings of the effect of student success centers on course success rates for English, reading, and mathematics. Results were preliminary and only included fall 2008 data. Committee members gave feedback on how to display data tables and figures to present to a lay audience. Points of discussion included:

- Supplemental Learning Activity (SLA) participation was examined for students enrolled in six basic skills courses (ENGL 801A, ENGL 801B, READ 82, MATH 110, MATH 110A, MATH 110B).

- The trend data for student enrollment and count of class sections offerings prompted a discussion around increasing the number of sections in basic skills courses to accommodate the large number of students who are placed into basic skills. Because there is limited classroom space, many students end up on waiting lists and are unable to enroll in these courses. Lisa Goddard suggested that this committee examine and address this problem.

- The data revealed that a large majority of classes with SLA requirements had at least half of their students participate in an SLA activity. For classes that have no students participating in SLA activities, it is recommended the departments intercede.
• Overall, the course success and retention rates for ENGL 801 and MATH 110 were higher in Fall 2008 than previous fall semesters. READ 82 rates have been stable over the past fall semesters.

• The data reveals that students who participate in SLAs are more successful in their courses that students who do not participate. Students who meet the minimum SLA hours requirement succeed in their courses at a higher rate than students who participate in some SLAs but do not fulfill the minimum SLA hour requirement. Both of these groups succeed at a higher rate than students who do not participate in SLAs at all. In order to encourage more participation in SLA, students should be made aware of this data.

• Among the varying SLAs, workshops are most popular with students. Emily Gerhman explained that Success Centers are “workshop-heavy” because it is the best way to serve a large number of students at once.

• A large number of unsuccessful grades were “W”s (withdrawals) and a histogram of when students dropped (in an 18-week course) revealed that a large proportion of students dropped in week four, census week. There is confusion on when W’s were assigned for fall 2008. An analysis without W grades revealed that students who participated in SLAs were still more successful in the courses than students who did not participate in the courses.

• A student satisfaction survey was conducted in November 2008 for students who visited the Success Centers. The data revealed that students, in general, were satisfied with the assistance received by the center staff, materials used in the centers, and general center experience.

**Miscellaneous**
Shauna announced that next week’s meeting (Monday, May 11th) is the last meeting of the semester. Hannah Alford will let Shauna know if she will be able to conduct a follow-up of today’s presentation at the next meeting.

Next meeting will be held on Monday, May 11, 2009, from 2-4 p.m. in Room N-101.