

Table 1- Basic Skills

Part 1: Given this set of data, what are the barriers and challenges associated with student success?

“Students don’t do optional”

- Lack of mandatory placement test
- College readiness – workshops in study skills for all students
- Native Language barrier
- Lack HS/college course alignment in English and math
- Financial barriers
- Lack of common assessment tool
- Lack of support system (family, mentoring)
- Students work to support their families
- A lot of students are part-timers

Part 2: What strategies can be implemented to address the barriers and challenges to student success?

- Policy change at state level: counselors included in the 50%
- Closing the digital gap
- Success indicators: Completion, retention
- Student personal goal is different than institutional definition of student success
- Allocation of resources should align student success initiatives and priorities
- We are collecting qualitative data but we are not collecting qualitative data, acknowledged it and doing something about it. Finding the why and the how of student’s experiences through focus groups
- Replicating successful programs such as Trio, Puente

“Students don’t do optional”: Mandatory placement test, orientation and college readiness, Educational Plan (EPs), financial planning skill, tours of campus’ services
Prerequisites or strategies to supplement lack of math/ reading prep (faculty training)

Additional notes:

Language barrier

Lack of assessment test

Course alignment/within the district

Student success and career planning

Mandatory matriculation steps

Mentoring

Table 2 - Basic Skills

Part 1: Given this set of data, what are the barriers and challenges associated with student success?

- Level progression not linear in success or retention. Not enough information. Capacity to deliver at each level data needed. SARS data does not capture intervention at the division level. Online versus Traditional data should be separated. Student success tied to age and economy. Student not attending and poorly prepared. Many levels of classes maybe too many and hinder success? More questions than answers.

Part 2: What strategies can be implemented to address the barriers and challenges to student success?

- Empowerment of students by offering classes survival skills. Deficit model vs Positive model. Distributed success training throughout the curriculum.
- First Year Experience. 80%-20% Reversal.
- Require 1st year math. Student success course.
- Define success completion - grade mark achievement, student goal.
- Base indicators momentum points – 12 unit completed, student ed plan, math/English, by first year and or 30 units in 2 years.
- Summer bridge programs. Dual Enrollment programs.

Additional notes:

Lower level basic skills more successful?

42% place at

Why are students not attending?

Success rates by age

Does the number of levels hinder success?

Table 3- Basic Skills

Part 1: Given this set of data, what are the barriers and challenges associated with student success?

Given this set of data, what are the barriers and challenges associated with student success?

- Challenges:
1. Significant percentages of students not taking placement tests
 2. Placement test (limiting)
 3. Too much time spent at levels below transfer
 4. Too many course levels below transfer
 5. Common assessment tool
 6. Costs of placement test

7. Content preparation in k-12
8. Stressors students are bringing into the institution

Part 2: What strategies can be implemented to address the barriers and challenges to student success?

What strategies can be implemented to address the barriers and challenges to student success?

Challenges:

High School to College

1. English- Math- Science Content Preparation & Alignment between K-12 and Post-secondary
2. Early Career/Major Exploration
3. Professional Development
4. Validity/Reliability of Placement Tests
5. Some students don't take the placement test

Additional notes:

29% did not take the placement test
 Placement test is limiting-multiple measures
 RC/FCC tests are not the same
 Expensive to give test

Table 4- Basic Skills

Part 1: Given this set of data, what are the barriers and challenges associated with student success?

Topic	Discussion	Outcome
Orientation by the Facilitator	Overall Strategic Data for Basic Skills was shared by Tony Cantu as the facilitator.	Informational
Barriers and Challenges to student success	Listed barriers: <ul style="list-style-type: none"> • Financial barriers: the meaning of this was explained as the student is not able to afford necessities, not having transportation was the example provided. • Transportation: No vehicle, no bus pass, available where the classes are being offered. • Low faculty participation. Not all faculties turning in early alert. The instructor needs to put in Webadvisor a recommendation to alert the early alert counselor. Only a handful of instructors use this critical alert of the students' 	Part I of the Group- Natalie Culver-Dockins reported the key elements of our discussion at Table 4. <ol style="list-style-type: none"> 1. Financial –Not being able to afford (Books, Transportation) 2. Transportation 3. Low faculty participation in early alert. 4. Not coming in ready

	<p>needs.</p> <ul style="list-style-type: none"> • The student needs to work due to financial need, instead of going to class. • Conflict in schedules occurs for the student, especially given the holidays. • The student is not prepared to perform college work to be successful. Math is a good example of students not taking a math exam and is not ready to take the placement testing. Not academically prepared. • Career/Major: The student does not have a clear purpose or career goal. Not understanding the importance of exploring the right career goal. • Getting the student to have an informed goal to get ready to complete the major of their choice for a career choice. • Appropriate testing: The ESL students are choosing to take an English Placement test and should they used the ESL Placement Test to a higher passing score. • Identify the traits that will not allow the student to be successful. Show progress, completion, and look at the data and not ready to take college courses. If not ready based upon the assessment of the student, they should be guided to improve upon the areas of needed based upon a profile. • The grades of students of getting a “C” grade in each class were discussed. Anything below a “C” should be the students we should be looking at for student success. • The length of time to get through the required Math and English courses. 	<p>for classes.</p> <ol style="list-style-type: none"> 5. Don’t have career goal and why they are attending college. 6. Appropriate testing: stigma associated with ESL/Basic skills. 7. Need to identify predictors of success. 8. Length of time it takes to move through English and Math course.
--	---	--

Part 2: What strategies can be implemented to address the barriers and challenges to student success?

Topic	Discussion
Orientation by the Facilitator	What strategies can be identified for the students’ success with placement testing?
Barriers and Challenges	Listed barriers:

<p>to student success</p>	<ul style="list-style-type: none"> • Consistency in testing, measures, what is used, how it is scored. Placement testing is not used consistently at each of the colleges. The testing instrument is identified and is free to the student. The student must wait 3 months before they can take the test again. • Getting the results of the data of success rates and if there is improvement of results. • Inconsistency in the usage of Placement Testing occurs. The state of California is looking towards “Standardizing Placement Testing” to reduce inconsistencies. • If you are one level below what does success rates mean to improve their performance. If it is 3 or 4 levels out, will there be any success at all? And these students do not get a chance to enroll to be successful. • Required courses are based upon the students enrolling to the college and then to the major for • Reedley and Willow use placement testing with different multiple measures compared to Fresno City College. • The matriculation process involves assessment. • Diagnostic testing is not a good predictor of success. • Workshops for the students to take the placement testing in the tutorial center at Fresno City College to help achieve higher levels in scores. (GRE preparation exams were used as an example to help the student). • Coordination with the K-12’s needs to occur to allow for Math to be taken the senior year or have the High School students take the placement test in the Junior year of High School. Do I take the math test right after the course or do I wait a year then take it at that point? • More structured venues are needed with faculty math and English to have the discussion with K-12 to carry the weight of change that needs to occur. • Are there distractions in the testing areas with noise as an example; and the location of the testing site? Testing in the class or the cafeteria can be beneficial or provide a negative outcome to the results of placement testing.
----------------------------------	---

Additional notes:

Financial

Books

Transportation

Low faculty participation

Work conflict

Not being prepared for class

Don't have career goal
Appropriate test-ESL test vs English test (stigma)
Need to identify predictors
Length of time to move through the English & math sequence

Table 5–Career Technical Education (CTE)

Part 1: Given this set of data, what are the barriers and challenges associated with student success?

- Success:
 - Success rate has declined
 - Student preparedness –basic skills
 - Access to support services
 - Limited course offerings-fill quickly
 - Course sequencing/scheduling
- Retention:
 - Personal responsibilities-family obligations
 - Access to support services – advising/tutoring
 - Resistance to take remedial course to better prepare students

Dannie brought up a good point that WI has a Health Science wing that is not being utilized yet. Ron noted that courses have been cut due to the budget but the District is working on increasing the offerings.

Part 2: What strategies can be implemented to address the barriers and challenges to student success?

Unprepared Students from High School to College

- Require short courses/assessment to ensure preparedness
- Curriculum alignment between HS & College
- Offer or mandate class on “how to be a college student”
- Increase communication between HS and college-mandated summer readiness course or event

Additional notes:

Success rate has declined in advanced occupational
Student preparedness –basic skills
Access to support services-advising/tutoring
Limited course offerings
Course sequencing/scheduling
Personal responsibilities-family obligations
Access to support services-advising/tutoring

Resistance to take remedial course to better prepare students

Table 6 –Career Technical Education (CTE)

Part 1: Given this set of data, what are the barriers and challenges associated with student success?

An overarching barrier to success is the definition of success.

Barriers to Success

Class availability –

Students get jobs before completing program

Uncertainty of career goals

Life circumstances

Occupational classes are higher level of difficulty – less successful

For general students – no perceived connection between classes and real-world applications

Barriers to Retention

Retention rates for CTE are very, very high

Only 5% of advanced occupational failed the class - if they stayed, they passed.

Are all certificates needed if they are getting jobs before they get a certificate?

Part 2: What strategies can be implemented to address the barriers and challenges to student success?

Placement test

Look at data from high school English grades and see if they are correlated to success in college English classes.

Make students aware of challenge process

Make students aware of study guide for placement tests

Get basic skills class done first

Offer short-term reviews before students take placement test

Additional notes:

Availability-lack of classes

Employed prior to completion

Uncertain of career goals

Life circumstances

Table 7 –Career Technical Education (CTE)

Part 1: Given this set of data, what are the barriers and challenges associated with student success?

-Starting students are lacking basic reading and math skills to be successful in their CTE classes. Especially provide basic skills classes in the summer.

- More emphasis on placement tests
- More flexible schedules, not one course per year, but each course should be available each semester
- Slow curriculum process
- Lack of awareness
- Unemployment rate
- Lack of Transportation (not just for CTE, but for all)

Part 2: What strategies can be implemented to address the barriers and challenges to student success?

- We need an electronic SEP and district wide access by all counselors. Not just the first semester, but comprehensive. Datatel has it, Contra Costa is using it as a beta. Students can see the pre-requisites for each class. We need to implement it.
- Implement (or reactivate) Career Development Classes, and organize Fairs related to different majors
- Diversify the Orientation. It is different for older students than for students directly from high school enrolling at a CC.
- Access to instructors and counselors helps
- Bring counselors to the CTE area, do embedded counseling
- Embedded tutors build a better relationship with the students
- Improve First Year Experience
- Internship Developer assists students to go into the workforce at an early time in their studies
- Students need to go abroad, e.g. enjoy business experiences in different countries

Additional notes:

- Lack of basic skills
- Placement tests
- Cost & financial tuition (buying tools for occupation)
- Awareness of offerings
- Transportation

Table 8–Transfer Success/Degree Attainment

Part 1: Given this set of data, what are the barriers and challenges associated with student success?

- What is considered an acceptable goal?
- What are the benchmarks?
- Success/Retention rates both going up, why?
 - Economic downturn
 - More CSU/UC-ready students
 - Change to repeat policy

Part 2: What strategies can be implemented to address the barriers and challenges to student success?

- No imbedded remediation/intervention on CTE (non-transferable) courses
- Not understanding the path to transfer
- CSU campuses impacted
- Consistent uses of technology/resources by instructors

PERSONAL BARRIERS	STRATEGIES
Lack of finances	Streamline pathways/planning
Financial Aid Regulations (6 years, 90 units)	Focus on efficiency
Transportation	Utilize technology for instruction (DE)
	Better Coordination of course offerings through District
Personal obligation/Stress	More psych services at all campuses
	Stress Management workshops/classes
	Transition to College courses for freshmen
Motivation/Lack of focus	
Transition from HS to College	
Social issues	

Additional notes:

Transfer rates/degrees

Transfer to CSU/UC increased

The increase is good or do we really know?

Not enough mentors or they do not have a goal/motivation to pass classes

Retention rates higher than success

Consistency

Table 9–Transfer Success/Degree Attainment

Part 1: Given this set of data, what are the barriers and challenges associated with student success?

Transfer Data –

1. Success and retention rates have increased by year for all areas
 - a. Barrier: students do not complete - Attributed to early alert

2. Basic Skills students may not be prepared and are trying to take transfer classes and are not successful
 - a. Barrier: not prepared – should be taking Basic Skills first
 - b. Barrier: course sequencing
3. Students at table indicated they thought they were going to have an easier time in college
 - a. Course offerings – if a student misses a course then they may have to wait a year to take the next offering
 - b. Some faculty may not be qualified in the students eyes (may have qualification but not a good teacher)
4. Barriers in progression:
 - a. Outside commitments
 - b. Family
 - c. Working because financial aid is difficult to get
 - d. Internet access or printing problems
 - e. Lack of access to technology
 - f. Lack of familiarity with resources that the college provides
5. Evening Students
 - a. Lack of services
 - b. Lack of access in evening classes
 - c. Computer labs not open
 - d. Software needed
 - e. Need lab techs
 - f. Space needed for plugging in
 - g. Business office is closed at night
 - h. Student commitment and effort
 - i. Lack of counseling services

Part 2: What strategies can be implemented to address the barriers and challenges to student success?

Career/ Life Goals and SEPs

- Disconnect with students not having a goal or SEP
- Mandated SEPs
- Updated SEPs
- Informed goal
- Realistic career counseling
- Career counseling
- Career services
- Cohorts for career counseling
- Technology that supports SEPs
- Peer grouping and counseling

- Discipline counseling
- Revisited advisors
- Having a place where students can volunteer who are almost finished and they can speak to students who are new and unsure
- Faculty advisors
- Find out what you want to do from HS to the College
- A certain level of maturity is needed

Additional notes:

Unprepared for college from high school

Unqualified instructors

Family, friends outside commitments

Lack of counseling/tutoring

Lack of personal technology

Table 10–Transfer Success/Degree Attainment

Part 1: Given this set of data, what are the barriers and challenges associated with student success?

Retention rate and success rate are increasing.

Barriers for student transfer –

-Financial reasons

-Stay close home - some kids want to transfer and some kids want to stay close to home so they don't want to transfer.

-Goal setting, way finding - Not all students have goals – without goals tend to drop, need to develop an educational plan.

-No education plan – don't know process to follow to get degrees or transfer

-Recession- lack of motivation to go to school

-Matriculation process – students feel confusing

-Lack of information – students enrolled but don't know where are the resources

-20% are failing classes even they stayed in class – they stayed in the class but did not succeed, a lot of them disappear. Drop outs.

-Basic skills classes lose a lot of students – why (family reason, financial reasons, life challenges, no goals). A lot of our students came to us un-prepared. A lot of students dropped after 6 weeks and just to get financial aid.

-Being first generation – don't know the process to enter 4-year institutions

-Lack of family support-

-Poor teacher and student relationship – students got discouraged

-Access to career center and career resources

Additional notes:

Financial

They want to stay local-do not transfer

Students without goals

Motivation

Specific pathway to

Basic skills-success/retention

Dropouts due to Loss of motivation

Financial

Table 11 –Career Technical Education (CTE)

Part 1: Given this set of data, what are the barriers and challenges associated with student success?

Given this set of data, what are the barriers and challenges associated w student success?

(Seems as if majority of people at the table do not have the data set dealing with CTE)

Students focused on CTE seem to have higher success and retention; and as the curriculum becomes more focused, student success/retention higher.

Identification of major (area of interest) might assist in student success/retention.

Students might be bored in GE courses that have little or nothing to do w their major.

CTE—two years and you're done—the prize is in sight.

CTE students seem to be doing quite well (students at the advanced occ). Perhaps the beginning levels of CTE have lower success/retention—these are the students need to focus on?

Additional notes:

Outcome/completion farther away.

Scheduling issues? Look at more cohorts?

Part 2: What strategies can be implemented to address the barriers and challenges to student success?

PERSONAL BARRIERS: What strategies can be implemented to address the PERSONAL barriers and challenges to student success?

- Money—students don't apply for scholarship money. Need to do more marketing/advertising.
- Family issues—psych services.
- Increase info re tutoring/counseling/support services.
- PPT slides that faculty could pull into their class PPT...

Lack of self-confidence—more mentoring, more cohorts, social structures? Peer mentors?
FCC Student Success Club--

Additional notes:

Lack of interest in entry level classes
Lack of hands on training
End goal is in the distant future
Lack of clear, defined goals
Scheduling conflicts
Additional cohorts, learning communities

Table 12–Transfer Success/Degree Attainment

Part 1: Given this set of data, what are the barriers and challenges associated with student success?

Barriers could be specific to the goal (i.e. Transfer to CSU, Transfer to CSU/UC, Not Transferable)

- Not connected with a “program” therefore do not feel a part of the college
- No “1st year” programs for incoming students: ex: Puente program
- The curriculum is more difficult for CSU/UC transfer
- People who have a clear goal are more likely to achieve the goal
- Knowledge of services
- Motivation to use services
- Transportation
- Lack of finances
- Scheduling / Course sequencing
- Need more basic skill courses

Faculty / Professional Development

Barrier / Strategy

- Technology / Mentoring (Mandatory & Non-Mandatory)
- Pedagogy / Identify best practices, point to good internal examples
- In house mentoring
- Doesn't seem to be a problem for Professional Development within the instructors specific area
- On-line teacher training program
- Reward System (i.e. ask Instructor to become a trainer)
- Need a process for reporting back to other faculty
- Assessment of reporting out

Additional notes:

Lack of finances

Course sequencing/scheduling

Language barriers

Family support

Table 13 –Distance Education

Part 1: Given this set of data, what are the barriers and challenges associated with student success?

Challenges:

There is a consistency in increasing the success rates. We need to keep the trends up, they are both going up every single year. We are offering more online services i.e. online counseling and online tutorial. Students are learning to use the online courses.

We need to see the data from each of the courses.

Group shared that lower division courses tend to have a lower success rates.

Bb and Web Advisor are not connected... we have to get out of one to get into the other.

We need to offer virtual workshop to improve online pedagogy.

Student needs to be motivated to complete an online course.

Barriers:

Our district lack courses to complete an online degree.

Our district lacks online Student Ed Plans.

Our district lacks supplemental assistance for the faculty to improve their pedagogy.

Lack of having an advocate at the district level to make sure our district has an online degree, faculty development.

There is a lack of ensuring authenticity of students doing the actual work.

Part 2: What strategies can be implemented to address the barriers and challenges to student success?

Barriers:

Lack of exposure to career options (awareness).

Ninth through twelfth grade students have of a lack of resources regarding career development.

There is a lack of access to counselors to assist students in career options.

There is a lack of other industries (other than education, health, law enforcement).

Challenges:

Need to require a Student Educational Plan for students who have an objective in completing.

Need to increase awareness of the campus Career Center.

Need to increase partnership with K-12 and industry to increase the level of career awareness.

Early identification of a career pathway STEM, Voc Ed, etc...

Additional notes:

Student knowledge of Internships.

No SEP

No complete online degree

Disconnect on the various platform

Extended services online

Subject matter (iemath)

Access to technology

Info sharing-collaborate

Table 14 – Distance Education

Part 1: Given this set of data, what are the barriers and challenges associated with student success?

Student Success: Face-to-Face VS Online; Success & Retention Rates by Delivery Method and Year.

Barriers:

1. Not enough trained staff for distance ed instruction.
2. Misperception of on-line education – They (students) think it's easier.
3. No consistence (district wide) on-line readiness tools
4. Some students want all online courses to be the same; however, different instructors will want to be able to design their own class.
5. There appears to be a disconnect between student and instructor perceptions of readiness to take online courses.
6. Not enough online support for online students.
7. Testing – who is taking the test?

Part 2: What strategies can be implemented to address the barriers and challenges to student success?

Faculty/Professional Development

1. Faculty needs more training in how to help remedial, generation X, generation 1.5, etc.
2. Allocate resources to do the above.
3. Training in assessing students (in class) learning abilities & implementing teaching strategies.
4. Encourage faculty in-service training.
5. Encouraging faculty to meet for small group discussion for a book club (College Fear Factor), Golden Hour, etc. for teaching strategies.
6. Have instructors meet to discuss the issues they are experiencing & strategize on solutions and/or discuss best practices.
7. Bring back summer institute.

Additional notes:

Not enough trained staff
Misperception re: online education
No consistent online readiness tools
Online class structure is different for each course
Misperception that students are tech savvy

Table 15–Distance Education

Part 1: Given this set of data, what are the barriers and challenges associated with student success?

Pretty consistent year to year.
Distance Ed not doing as well as face to face
The gap is smaller than anticipated but something we can work on.
Students aren't doing very well over all with such a small number passing.
Although retention rate is good, success rate is low.
Some things we can do to take down barriers: technology—technology may not be as user friendly. Lack of technology. Students don't have clear understanding of expectations. (student may be taking a distance ed class, but doesn't own a computer)
Need more orientation on time management. They don't understand what it takes to take a class online.
One thing to explore is who is successful. Are re-entry students more successful, younger students are not? Motivation, technology.
Also the expectations from the instructor, understanding how the students communicate.
Generational differences.
Socioeconomic differences
Variety to expectations
Technology standards
Student geographic location makes it difficult to access services.
Some doing for time element to fulfill requirements.
A better understanding to the student of what is required of a distance ed class.
Students need an orientation ahead of time to know what technology they need and what is expected of them.
Although students have cell phones, they have other technology challenges. We assume they have internet but they may not, or they may not have laptops. Some students trying to do DE from county library and can't save work.
AB 508 compliance requirements.
Trial and error mentality—students who repeat classes and do better. Good to retain the students so that when they repeat they can do better.

Part 2: What strategies can be implemented to address the barriers and challenges to student success?

Competencies-pre assessment of technology.

Success is completing and passing the class.

Develop benchmarks of what success is.

Students should meet the outcomes of the course.

Achievement of course SLOs.

Grading needs to be more integrated with SLOs. If you're not meeting SLOs you're not passing the class.

Learning takes place. Even if student fails course, if they've learned one thing they have not really failed.

Subject matter competency.

We have trouble defining success because it is different for everybody.

Making more connections between faculty, counselors, etc. in order to help counsel students.

Linkages between faculty students and student services.

Student education plan—Career correlation.

Limited course offerings under student services to help students.

First semester students aren't prepared to declare majors but end up choosing something. Maybe first semester they should take English, math, etc.

But students do better if they are declared majors and will do better.

Scheduling—knowing what classes they should take in the fall, what to take in the spring.

Check with student second semester regarding goal.

Additional notes:

Socioeconomic barrier

Generational barriers

Variety of expectations from students and instructor

Access to support services

Timing of needed course work

Modality of

Table 16– Distance Education

Part 1: Given this set of data, what are the barriers and challenges associated with student success?

- Compare distance ed classes to success rates of face-to-face classes
- Based on data collected, there seems to be barriers to success in distance ed classes as the rates seem lower than traditional classes.
- What are some barriers that distance ed students face:
 - Lack of self-discipline

- Structure is important for students
- Less accountability
- It's more difficult for instructors online to keep students motivated and engaged.
- What kinds of pedagogies are used online for instruction?
- More training needed for faculty who teach online
- Need regular feedback from students on online teachers
- Lack of personal connection with instructor
- Lack of engagement
- Technology is a critical component
- Some students do not even have a computer or fast internet—do not have resources necessary to be successful
- Universities changing what is accepted as transferrable (ex. Bio)
- Many students don't want to deal with parking at FCC
- Tutorial center does not have resources for online students like they do on-campus classes

Part 2: What strategies can be implemented to address the barriers and challenges to student success?

Strategies:

Create inventory of what we do offer online.

- Counseling
- Library Resources
- KHAN Academy
- Offer virtual office hours (faculty/counseling)
- Require a 100% test required to move forward in online courses
- Embedded tutors/librarians that follow along with the course to better assist the student
- More advertisement to students about what services are available
- Require an online "how to survive an online class" test or video
- Offer online orientations for specific courses in addition to the college online orientation
- Have a required checklist/test that students have to test their equipment to make sure they are going to be able to keep up with the class
- Better training of faculty who teach online. Bring back Online Teacher Training Programs—focuses on ADA compliance, student services, resources available, etc.
- More consistent hours for online services (specify hours of operation for online services)
- Extra online services hours for peak times
- Ask students which times work best for online services
- More consistency will create more disciplined students
- More collaboration between colleges on services available online
- Cohort services available districtwide
- Need to keep up with other colleges in our distance ed efforts because we are losing money and students to the schools who have a better handle on distance education.

- Commit to offer fully online degrees
- Need resources and support for offering other services online and allowing students to submit forms online

Additional notes:

Lack of discipline

Structure

Lack of accountability

Using best technology

More training for instructors

Lack of Personal engagement