

# GP Breakout Session: Success Teams

May 13, 2020

Session co-hosts: Maria Dela Cruz, Steve Bautista, and Tanisha Burrus

**Introductions:** Share name, role, why you joined this session!

**Name of session participants:**

Maria Dela Cruz - Dean of Counseling

Steve Bautista - Faculty/Counselor

Tanisha Burrus - Staff

Michael Ha - CEC Faculty

Matt Bittner - Faculty

Araceli Calderon - Faculty

Wenndy Esparza - CEC Staff

Gregory Gonzales - Faculty

Ruby Flores - Staff

Stephanie Paramore - CEC Dean of Student Services and Instruction

Denise Boyd - Faculty

Vaneithia Hubbard - Vice President of Student Services

## Goals related to success teams - scale of adoption

Goals - what it looks like to be implementing GP redesign “at scale”	SAC status
2c. Special supports are provided to help academically underprepared students to succeed in the program-relevant "gateway" math courses by the end of their first year.	Scaling in Progress
2d. Special supports are provided to help academically underprepared students to succeed in the "gateway" English courses by the end of their first year.	Planning to Scale

3a. Advisors monitor which program every student is in and how far along the student is toward completing the program requirements	Planning to Scale
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## Take inventory & brainstorm

Step 1: Where we are now - *What are the current practices/progress related to this goal?*

Step 2: Path ahead - *How could we better support students (or support more students) in this area?*

Goals	1) Where we are now - current practices/progress	2) How to better support students
2c. Special supports are provided to help academically underprepared students to succeed in the program-relevant "gateway" math courses by the end of their first year.	<p>CEC - Curriculum Development for Math, Contextualized Math, Set Study skills hours, Math Jam/Bootcamp</p> <p>SAC - Learning Center, Specialized programs (i.e. EOPS, MESA) tutoring, SSS/Trio summer bridge program</p>	<p>More tutoring and library hours for evening students.</p> <p>Staff know how to refer students to the correct resources, feel supported and follow up conversations.</p> <p>Help students clarify their program of study/academic goals.</p> <p>Career exploration and pathways assistance from discipline faculty.</p> <p>Make sure each student have education plan</p>
2d. Special supports are provided to help academically underprepared students to succeed in the "gateway" English courses by the end of their first year.		

3a. Advisors monitor which program every student is in and how far along the student is toward completing the program requirements	<p>Near Completers for Certificate students (Career center - CTE programs)</p> <p>Contextualized Math for the careers</p> <p>Early Alert</p> <p>CEC skills course to help transition</p>	<p>Require/Ensure every student has a comprehensive education plan.</p> <p>Expand near completers to degree seeking students</p> <p>Query students who don't have an education plan a cross check with near-completers database.</p> <p>Starfish tool - Success plans/To do lists, New Early Alert system</p> <p>Video to navigate the system/how to (youtube).</p> <p>Support group for high school students in academic transition to SAC/peer mentoring as well.</p> <p>Support CAP/Dual Enrollment/Middle College students in hybrid courses.</p> <p>Canvas - Share campus resources to encourage students (i.e. Counseling).</p>
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### Review goals and prioritize

Which goal(s) should we prioritize for fall?

- Review list above, choose 1-2 goals to focus on for fall

Goal 1	(Goal 2)
<p>Launch all 8 Success Teams in Fall 2020</p> <p>Building Bridges - 1 and 3</p> <p>GOALS for 7 Success Teams</p> <ol style="list-style-type: none"> <li>1. Ensure every student has an education plan - Math and English first year</li> <li>2. Ensure every student fills out FAFSA/Dream Act application</li> <li>3. Ensure every student is in</li> </ol>	

the correct program of study/major - career exploration	
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## Action items

Step 1: For the 1-2 goals your group selected above, review the action items identified so far [grey out goals you will not address in fall]

Step 2: Do these action items align with your group's discussion about how to better support students? Update as needed

Goals	Action items identified so far	Updates?
2c. Special supports are provided to help academically underprepared students to succeed in the program-relevant "gateway" math courses by the end of their first year.	<ul style="list-style-type: none"> <li>Evaluate the effectiveness of embedded tutors.</li> <li>Identify other best practices to help academically underprepared students succeed, including other college models, such as Cuyamaca College.</li> </ul>	
2d. Special supports are provided to help academically underprepared students to succeed in the	<ul style="list-style-type: none"> <li>Evaluate the effectiveness of co-requisite courses.</li> <li>Identify other best practices to help academically underprepared students succeed, including other college models.</li> </ul>	

"gateway" English courses by the end of their first year.		
3a. Advisors monitor which program every student is in and how far along the student is toward completing the program requirements		

## Next steps

What needs to happen next to make progress towards our goal(s)?

What?	Who?	When?
Follow-up planning meeting		