@Cypress

November 16, 2007, Newsletter from President Michael J. Kasler

Spring Schedule of Classes Among Publications Now Available

The schedule is now available on campus in addition to the campus Web site. Institutional Effectiveness and End of Year reports are, too.

Cypress College’s schedule of classes for spring and winter is now available on campus. It is one of three new documents made available in recent days.

Dr. Kasler presented his annual report to the North Orange County Community College District Board of Trustees on Tuesday night. In that report, he covered elements of the Institutional Effectiveness Report and the End of the Year Report.

The schedule also includes information on how students can utilize the new “mygateway” portal for registration. Mygateway incorporates all functionality previously offered through WebStar. The portal went live this week.

Dr. Kasler presented his annual report to the North Orange County Community College District Board of Trustees on Tuesday night. In that report, he covered elements of the Institutional Effectiveness Report and the End of the Year Report. Both of those documents are also available publically.

The schedule of classes features course listings for the winter intersession, spring semester and short-term offerings.


The schedule also includes information on how students can utilize the new “mygateway” portal for registration. Mygateway incorporates all functionality previously offered through WebStar. The portal went live this week.

Current students begin registration on November 27. Additional details on registration dates are available on page 7 of the schedule.

The Institutional Effectiveness Report provides a look at Cypress College in a number of areas and it incorporates several documents and reports. The IER covers items such as IQA, and quality assessments for Student Support Services and Campus Support Services.

The IER can be viewed online by clicking here.

The End of the Year Report covers highlights from Cypress College achieved during the 2006-2007 academic year. The information is presented in narrative, in “top-ten” lists, with “faces” and a timeline.

The End of the Year Report can be viewed by clicking here.

Flu Shots Available at Health Center

Flu Shots are still available at the Health Center. There is no charge for students.

The cost for faculty and staff is $15. It’s a great deal and it’s not too late.

No appointment is necessary. Call ext. 47361 for additional information.

Orange County’s first case of the flu was reported to health officials this week.

‘WI’ Deadline Extended for Faculty

In order to provide more time in deciding which students faculty should drop from semester-length classes, the “WI” deadline has been extended to Saturday, November 24.

The “WI” grade is to be assigned using WebStar, which is available 7 a.m.-11:30 p.m., Monday through Saturday.

This extension does not apply to the student-deadline. They are to follow the deadlines printed on page 2 of the Fall Class Schedule.
Dear Faculty and Friends,

We have our second, final, weekend for “Long Story Short.”

We are donating, $1.00 from each ticket sale to “Chrysalis,” a nonprofit organization dedicated to working with homeless clients in LA. (www.changelives.com) They provide job readiness, training and retention programs to hundreds of clients each year.

It performs:

November 16, 17 at 8pm.
November 18 at 4pm.
Studio Theater
General Admission Tickets: $12.00
Box Office: 714-484-7200

This is a wonderful opportunity to see an exciting episodic play of three major story threads that introduce us to funny, heroic and insightful characters who are immersed in the compelling world of the “homeless” in America. The play follows four people who take a comic and heroic passage through the streets of an American city.

Doug Cooney is a guest playwright, screenwriter and novelist in Los Angeles. His musical adaptation of “The Very Persistent Gappers of Frip” premiered at the Kirk Douglas Theater through the Mark Taper Forum’s P.L.A.Y. His current play, “NOBODY’S PERFECT” opened at the Kennedy Center in Washington, D.C. two seeks ago. It is a joint world premiere by the Kennedy Center and VSA arts, based on the book by MARLEE MATLÍN and DOUG COONEY.

I hope you can join us in celebrating this wonderful new play.

Take Care,
Mark Majarian
Basic Skills Research

Basic skills are those foundational skills in reading, writing, mathematics, learning skills, study skills, and English as a Second Language which are necessary for students to succeed in college-level work.

The California community colleges (CCC) is the largest system of higher education in the world, serving more than 2.5 million students in the 2005-06 academic year. The system is central to maintaining the social and economic health of the state through its certificates, degrees, and workforce and transfer preparation, and perhaps even more critical, community colleges open the doors to higher education to all, providing more postsecondary coursework than any other higher education segment in the state. As open access institutions, these colleges address the needs of a diverse population of learners with vastly varying levels of academic preparation.

Assisting the underprepared student to attain the basic skills needed to succeed in college-level work has been a core function of community colleges throughout their history. This is a major task, with 70 to 80% of students in the CCC needing work in developmental mathematics and English courses. Even with only slightly more than one in every three entering students actually enrolling in a basic skills class, this translates into nearly one-half million students enrolling in English and mathematics classes considered below college level.


Cypress College helps students acquire fundamental skills in many ways
These include courses, as well as programs and services offered through instruction, student services, and campus services. We first assess students and recommend an appropriate course level for their level of preparation. We then advise them of various support services available to them, in and out of the classroom, to help them master the essential skills they need. However, our research shows that there is room for improvement. College leaders will meet on November 9 to identify strategies that are working well, and consider what new efforts are most likely to strengthen efforts to help students.

Research Conducted at Cypress College:

Students taking a basic skills course during fall were tracked to see whether they successfully completed that course and the next level basic skills course within the same academic year.

- Success rates in math are generally very low.
- Roughly a third of all students in a basic skills English course successfully complete their course and the next level basic skills English course within a year.
- Women and Asian/Pacific Islander students tend to have higher success rates in basic skills courses compared to men and other ethnicities.
- Latino and Black students are lagging behind in the progression to higher levels of basic skills courses. Black students’ success rates in basic skills math courses are particularly low.
Basic Skills Completion and Progression Trends at Cypress College

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<tbody>
<tr>
<td><strong>English</strong></td>
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<td></td>
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<tr>
<td>57 to 58</td>
<td>40%</td>
<td>37%</td>
<td>34%</td>
<td>29%</td>
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<tr>
<td>58 to 60</td>
<td>35%</td>
<td>35%</td>
<td>38%</td>
<td>35%</td>
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<tr>
<td>60 to 100</td>
<td>36%</td>
<td>35%</td>
<td>34%</td>
<td>33%</td>
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<tr>
<td><strong>Math</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>15 to 20</td>
<td>17%</td>
<td>15%</td>
<td>17%</td>
<td>16%</td>
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<tr>
<td>20 to 30 or 40</td>
<td>15%</td>
<td>14%</td>
<td>15%</td>
<td>13%</td>
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<tr>
<td>40 to Transfer</td>
<td>13%</td>
<td>12%</td>
<td>11%</td>
<td>12%</td>
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<tr>
<td><strong>ESL</strong></td>
<td></td>
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</tr>
<tr>
<td>82 to 83</td>
<td>36%</td>
<td>42%</td>
<td>48%</td>
<td>33%</td>
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<tr>
<td>83 to 184</td>
<td>43%</td>
<td>53%</td>
<td>41%</td>
<td>46%</td>
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<tr>
<td>184 to 185</td>
<td>51%</td>
<td>43%</td>
<td>34%</td>
<td>37%</td>
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<td>185 to 186</td>
<td>46%</td>
<td>45%</td>
<td>54%</td>
<td>47%</td>
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<tr>
<td>186 to ENGL 60 or 100</td>
<td>44%</td>
<td>56%</td>
<td>36%</td>
<td>39%</td>
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</table>

The table to the left details the percentage of students who successfully completed two basic skills courses in a sequence. For further detail, there are flow charts in the Research folder on the J-drive, indicating whether or not students passed the first course in the sequence, whether or not they attempted the second course, and whether or not they passed the second course.

Research conducted by CCCCO and the RP Group:

The topic of basic skills was one of the central themes at the Strengthening Student Success Conference this year. A number of people from Cypress College attended and found the conference to be a great resource for information and new ideas. You can visit [http://www.rpgroup.org/07successconf/SSS_Conference_07_Program_091607_rev.pdf](http://www.rpgroup.org/07successconf/SSS_Conference_07_Program_091607_rev.pdf) to see what topics were covered. Webcasts of the keynote speeches are available at [http://www.kzowebcasting.com/sss/](http://www.kzowebcasting.com/sss/).

The CCCCO (California Community College Chancellor’s Office), the RP Group (Research & Planning Group for California Community Colleges), and the state Academic Senate have developed the Basic Skills Initiative in order to understand basic skills courses, instruction, and students to aid in the improvement of student performance in basic skills courses, and thus college success in general.

The Basic Skills Initiative conducted a thorough review of research and best practices for basic skills courses. Their review can be found at [http://www.cccbsi.org/effective-practices](http://www.cccbsi.org/effective-practices). This report produced a list of best practices in administration and policy, program components, staff development, and instructional techniques.

Cypress College already employs many of these best practices. The comprehensive study and list of best practices, plus the influx of additional funding, provide a valuable opportunity for us to consider new ways to help students acquire the essential skills that they need for college success.

Research conducted by Cal-PASS:

Cal-PASS (California Partnership for Achieving Student Success) is an initiative that collects, analyzes and shares student data in order to track performance and improve success from elementary school through higher education in community colleges and universities. Over 2,000 elementary schools, high schools, community colleges, colleges and universities, from over 25 counties, are currently participating in this partnership. Cal-PASS fulfilled 80 research report requests last year (see [http://www.calpass.org/SampleReports/Default.aspx](http://www.calpass.org/SampleReports/Default.aspx)). These findings are localized to the institutions studied, but may be similar to Cypress College students. On the following page are findings related to students in community college basic skills courses.
Cal-PASS research, continued...

- While there is variation, roughly two-thirds of students repeat a course already completed in high school or attempt a lower level at their community college. Differences in English and math transition by ethnicity or gender were detected in some cases.
- For students that delayed math an average of 2.5 semesters after high school (delaying more than one academic year), longer delays were weakly related to attempting lower levels, and success rates declined about 0.7% per year of delay for the first 4 years.
- Faculty also wonder if success rates vary between students who took 12th grade English or math in the fall versus spring. No differences in community college performance in English appeared, but students in more advanced math courses were slightly more likely to attempt a higher level community college math if they completed high school math in the spring.
- Reports on the transition in math from community colleges to universities have found that about three-quarters of students did not take math after transitioning from community college to the four-year institution. It was also found that more students transitioned from a Science, Technology, Engineering, or Math (STEM) community college math class to a university general education class than switched from a general education community college math pathway to a STEM university math pathway.

Research conducted at other CCCs:
- Mt. SAC found that their Bridge Program improved completion rates in basic skills courses and contributed to higher rates of persistence through their math and English sequences. The Bridge Program is a combination of learning communities and summer programming.
- Grossmont College found that a math study center improved their success, retention, and persistence rates in math courses.

Closing thoughts

Too frequently, efforts to identify effective practices in basic skills resemble the search for a “magic pill,” a practice or set of practices that will completely change the outcomes of developmental education and instantly produce radically improved outcomes using standard measures of success such as pass rates or subsequent course success rates. However, the research on successful practices suggests that, in general, changes in success rates are incremental. Studies commonly report increases of 5 to 15% as an indication of success. They advocate building on these incremental changes over a long period of time to improve the long-range success measures of program completion, degree attainment, and transfer. Therefore, it is unreasonable to expect that any combination of effective practices will create large changes in success rates in a short period of time. However, the literature does show that sustained efforts over extended periods of time do transform institutions, and student success rates do improve over time.


Meet the researchers.
The I.R. Office consists of two Research Analysts, Philip Dykstra and Michelle Oja, and the Director, Heather Brown. Phil provides information on the progress and persistence of students in basic skills courses to the Cypress College community.

Michelle has worked with Matriculation offices on assessment and placement processes. Both analysts have assisted various programs and services by providing data for program review, and conducting other ad-hoc studies of the impact of various programs on student success.

Institutional Research serves Cypress College by providing sound, action-oriented research in order to support institutional assessment, decision-making, and strategic planning. The research office strives to provide consistent and accurate information that will help decision-makers to act on behalf of students and the community to foster student success and institutional effectiveness.
What is MyGateway?
MyGateway is a portal to on-line services for students, staff, and faculty of Fullerton College, Cypress College, the School of Continuing Education, and the District Office.

What is the Big Deal?
You may already be familiar with WebStar—the website where students register for classes and instructors print class rosters. With MyGateway, you will be able to do all these functions and more. When you log in, MyGateway will recognize who you are, what school you are from, and what classes you have. Then, it will present you with a set of services customized just for you.

For Students
See a list of your classes
Click to a course page for each class; connect with classmates
Link quickly to registration, transcripts, and grades
See all your important deadlines in a single calendar

For Faculty
Post documents to a course page for each class you are teaching
Communicate easily with all your students
Link quickly to rosters and grade entry
Enter deadlines and other important dates on class calendars

For Everyone
Stay informed with messages directed specifically to you
Create group sites, connect with others
Customize the layout of your MyGateway page
Customize your MyGateway page with links to other sites
Add links to other sites

One login. One location. One gateway.
Happy Thanksgiving

... Associated Students Style