Learning Council  
December 6, 2013   12:00-2:00pm  
N/S Lounge

I. Welcome: S Sweeney
   A. Attendees:

   1. Steve Kinsella  
   2. Kathleen Rose  
   3. Fran Iozano  
   4. Dave Phillips  
   5. Kyle Billups  
   6. Colette Marie McLaughlin  
   7. Randy Brown  
   8. Ellen Waddell  
   9. Susan Sweeney  
  10. Blanca Arteaga  
  11. Lynda Kerr  
  12. Ryan Shook  
  13. Andrew Herrin  
  14. Steve Grace  
  15. Luz Cervantes  
  16. Joey Hayes  
  17. Doug Martin  
  18. Pat Henrickson

II. Approval of November 1, 2013 Minutes/Susan Sweeney  
   A. Motion to approve: Blanca Arteaga  
   B. Second: Andrew Herrin  
   C. Unanimous approval by all in attendance

III. Student Success Initiative Award/Steve Kinsella & Kathleen Rose  
   A. The Learning Council received an from the Chancellor’s office for its work towards Student Success. It was a significant day for Gavilan College due to the size of the conference and its importance to the Community College system. The Chancellor acknowledged the importance of the work the Learning Council to the mission of our college. Pictures of the event to come. Other colleges are now contacting us to discuss the importance of the council to their ongoing innovative work.

IV. Learning Council iLearn website  
   A. The website is now in use, with FIGs given space to post ongoing work, such as notes to members, data reports, meeting minutes, etc.
   B. A public page exists for selected content intended for public viewing.
C. Learning Council minutes will be moved to the main college website for public viewing next semester.

V. Data Activity/Randy Brown

A. The campus must be allowed access to the data that charts the progress. To meet this need, tools have been developed to provide access and user-friendly data.

B. The Learning Council has been open to the development of these tools and this session is being used to test these tools for feedback and provide response to the use of the data collection. Each tool was accessed using three questions: What are some of the most interesting aspects of the tool? What does Gavilan need to do with the information? What suggestions do you have for improvement?

C. Five tools were tested during the Learning Council meeting. Several have been developed by the Chancellor’s Office, with the remaining three developed by Gavilan College:

1. Transfer tracking (Chancellor’s Office)-How many of our students actually transfer to a four-year university.  
   http://datamart.cccco.edu/Outcomes/Transfer_Velocity.aspx

   a. **What are some of the most interesting aspects of the tool?** The tool is user-friendly, allowing the user to compare Gavilan College with other similarly sized institutions. Allows user to compare age groups to determine which ones need additional attention for persistence to occur. For example, the 25-35 demographic shows poor transfer success as compared to other demographic groups. Noted that the categorical programs (EOP&S) performed equally with much larger populations when using the six-year transfer option.

   b. **What does Gavilan need to do with the information?** Needs to keep in mind that the information is necessarily outdated due to collection protocol. It should be used with a long-term view.

   c. **What suggestions do you have for improvement?** The tool could use more specific details such as discipline transfers with attached certificates or dual majoring. Also, it needs to reflect the data for those students who enroll, but leave with a degree in a particular program, such as Nursing, Aviation, and Cosmetology by design (did not intend on transferring). [Note: Gavilan is now developing a tool that could give information per discipline, AA-T and certificates/State has a tool that compares our students in the CSU classes post Gavilan]

2. Scorecard data (Chancellor’s Office)-each college has a score card to monitor its score:  
   http://datamart.cccco.edu/Outcomes/Student_Success_Scorecard.aspx
a. What are some of the most interesting aspects of the tool? The user can view the performance between like schools, as well as larger institutions. When comparing with schools with more funding, those schools with larger budgets are able to maintain their academic course schedule and the outcomes improve. Yet the data for six-year transfer cohorts is not significantly different from smaller, lower funded schools. Learning Council members chose three schools to compare/contrast (Gavilan College/Hartnell College/Modesto College). In Modesto-students persist 76%, Gavilan 61%, Hartnell 54%, yet all three have similar completion rates, similar completion rates. However, the data viewed is old and reflects a different economic environment that highly impacted colleges.

b. What does Gavilan need to do with the information? The data does not seem applicable to Gavilan at this time (too outdated and broad information). We must track this data to discuss towards improvement for future funding. This tool, however, can help identify sub groups for review.

c. What suggestions do you have for improvement? The group expressed the need to see data side by side more easily. This was easily done by exporting data to Excel.

3. Course demand basic data and cohort tracking-(developed by Gavilan College) that looks at basic course data for our college. It attempts to look at the success of students who take subsequent classes towards a degree.

GIDS Cohort Tracking Tool: [http://gids-test/GIDS-Coh/Cohorts.aspx](http://gids-test/GIDS-Coh/Cohorts.aspx) (tool is only available on-campus)

a. What are some of the most interesting aspects of the tool? There is a high demand for specific courses, and which ones are most impacted with students wanting to enroll and available space. The online classes are the highest in demand, yet the success rates for these courses are low. The tool considers the total capacity versus the No Record Shown data. The numbers that are shown now, do help the college make decisions about courses to be offered and scheduling /enrollment management

b. What does Gavilan need to do with the information? Without a proper waiting list how can the system track if none allowed. For spring 2014, the Soc 1A course is already impacted just after open enrollment began yesterday. If a student waits for the first payment date, students will try to add a course in place of a dropped student who did not pay. A waiting list will help the college get better data and start developing courses using data.

c. What suggestions do you have for improvement? What do we need to do—must consider success of courses especially for those courses fully online. Also need to separate out the fully online courses with those iLearn courses
that use the space simply to store course documents and activities. Also, needed are data on retention and success rates for online courses.

4. Cohort Tracking: Argos/GIDS Reporting Tool:
https://evmaps.gavilan.edu/argos/AWV
(developed by Gavilan College)

a. **What are some of the most interesting aspects of the tool?** This tool looks at success rates of cohorts for pathways from lower levels to transfer levels. When considering ENG 250 → English 1A only 50% persisted towards finish. The user can mix and match courses to view data between related disciplines. You can track a given course per instructor to track the success/fail rates and the subsequent course attempts. Some of the use is tedious, but can be accomplished.

b. **What does Gavilan need to do with the information?** There is a need to understand who needed to repeat and whether or not they did that course. Also, if you are going to compare/contrast a particular course per term (summer vs. fall) to see success rates, you need to make sure you are considering the right data. You are able to compare learning communities in ENG to learn more about success rates between acceleration courses and conventional teaching methods.

c. **What suggestions do you have for improvement?** The use of a visual graph would help to better understand data, or allow the user to export into a report.

5. Cohort tracking basic course data: Argos/GIDS Reporting Tool -(developed by Gavilan College): https://evmaps.gavilan.edu/argos/AWV

a. **What are some of the most interesting aspects of the tool?** First, the tool allows the user to compare basic enrollment changes. PSYCH 1A – basic enrollment has decreased in population yet class size has increased. The data shows that retention decreased for a period of time, but now is increasing again. Second, the college has had a decrease in enrollment, but an increase in success rates.

b. **What does Gavilan need to do with the information?** The data seems to show that the average class sizes have changed. This is skewed data as the same course may be cross listed in two disciplines.

c. **What suggestions do you have for improvement?** The tool needs to compare enrollment by combining dual listed courses. Also, the tool needs to separate out students who major in the discipline or are taking it as an elective. Further, there is a need to track by declared majors who need specific courses to graduate/transfer. This tool can also point to specific instructor issues, or in need of mentoring. Data needs to be refined to
insure it is accurate. Prerequisites and advisories will likely change to reflect or added support for students.

VI. Next meeting: will be in February 2014/Final date TBA

Anyone needing to add agenda items-- send to ssweeney@gavilan.edu

→ Agenda item from December 6, 2013 meeting moved to February meeting:

SB 1456 update/ Kathleen Rose

→ FIGS need to proactively share ongoing work with the council. FIGS wanting to provide snapshot of meeting results let co-chairs know. Can be posted in iLearn, in hard copy or verbally reported. Need by January 31st to be included on agenda.

2:00 adjournment