

First Year Success Initiative Task Force #3
Summary Notes
February 18, 2015
10:00 AM – 11:30 AM
College of San Mateo Learning Center, Rm. 220M

TF3 had a productive conversation that began with a review of the charge of our group which is to focus on students once they begin their first semester at CSM. There are other groups working on the Outreach and Transition phases of students coming out of high school and enrolling at CSM. The group recognized that there is a need for a smooth hand-off from Outreach to Transition to Being on Campus so some communication and coordination between groups is still necessary.

Whatever strategies we develop should be aimed at students who are at-risk of dropping out of college (low-income, minorities, first generation, juggling work, family and college).

Current programs and services were put up on the whiteboard so that the group was aware of what was already in place. From there the group started to develop ideas of what more could or should be done under four broad categories:

Counseling & Advisement Faculty academic advisors or academic advisors for individual majors

Academic Support Services – A needs assess survey asking students what they need that may make a difference in their persistence. Especially effective if done as a focus group early in the semester or even during Spring '15.

Other academic support models on campus - Athletics, EOP, Disability Resource Center - would it be feasible and/or effective to open these types of services to all students.

Curriculum – Structured curriculum of courses that get a student to full-time status. How important is full-time given that only about 13% of students are enrolled full-time? Themes or arranged by majors?

Look at the lowest common denominator of Math & English and structure a program around those. Can we incorporate an acceleration model?

First Year or Freshman Seminar – Ideas ranged from .5 units (CRER 105) to 3 units for a first year course. Should it be themed like Puente or Umoja? How would it fit with the rest of the curriculum? Is there a way to make it a de facto mandatory course without an actual change in degree requirements? Or do we need to make it a degree/certificate requirement?

Intrusiveness. Giving counselors class time or even full class sessions in order to deliver the information students need throughout the semester.

Creating communities of practice for faculty centered around first time, first year students. Including ongoing professional development.

Co-curricular – More needs to be done for our evening students.

Offering peer support beyond academics (i.e. more than Supplemental Instruction)

A majors day where all departments/divisions are represented so students can browse in one place.

Videos by students, for students, that encouraging, supporting and offer guidance

Connect early and often.

Next meeting should focus on putting some substance to these ideas and sorting into what can be done in time for Fall semester 2015 and which will take longer planning & implementation.