

RUSTLER'S RESEARCH

GWC OFFICE OF RESEARCH, PLANNING, AND INSTITUTIONAL EFFECTIVENESS

BUSINESS 201-206

EMAIL: gwcresearch@gwc.cccd.edu

WEBSITE: <http://goldenwestcollege.edu/wpmu/oir/>

CONGRATULATIONS, RUSTLERS! WE DID IT!

As many of you are aware, **we received a clean bill of health from ACCJC** at the end of June, just in time for us to celebrate Independence Day. The **ACCJC visiting team was pleased with the work that we produced over the last two years to meet and exceed accreditation standards.**

I want to personally thank our hardworking SLO coordinators and all members of GWC's core planning committees for their dedication and hard work as we developed our follow-up report and prepared for the visit.

Through this accreditation journey, I've learned that while it is critical to identify and address areas of improvement, it is just as important to highlight and commend the great work that we already do. In an effort to spotlight different ways that faculty, staff, and managers are improving student learning and support services, I am unveiling a new section in our newsletter: "Celebrating GWC." I hope you will enjoy learning about the important advancements we are making across campus and celebrating our many successes! **As a bonus, we are starting a new contest series to engage the campus in the areas of research and assessment.** For this issue, we are giving away a surprise gift to the first five individuals to email me the link on our research page that houses all of our assessment (SLO, AUO, or SAO) forms. Happy assessing and may the outcome results be ever in your favor.

Cheers,

Kay V. Nguyen

Administrative Director of Research, Planning, and Institutional Effectiveness



A surprise gift to the first five individuals to email the Office of Research, Planning and Institutional Effectiveness the link on our research page that houses all of our assessment forms.*

**Eligibility rule: Research staff and SLO coordinators are not eligible to participate in the contest.*

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Bridging the



Equity Gap

THE 5 "RS" FOR ENGAGING MILLENNIAL LEARNERS

by Uyen Tran, Research Analyst

Millennials, individuals born between 1980 and 2000, are usually categorized as optimistic, generous, and practical. They are team oriented, collaborative, and can organize and mobilize with ease. Millennials grew up in the digital age with an increasing online presence. They are tech savvy and are always connected via instant and text messaging, personal media, and social networking websites. They desire information to be on demand and from multiple formats.

Millennials make up 85% of the student population at GWC. Here, we give a brief overview of the five "Rs": relevance, rationale, relaxed, rapport, and research-based method, that research has suggested as best practices to effectively engage and connect Millennial learners.

RELEVANT

Millennials value information and course content that relate to current culture.



RATIONALE

Millennials need to understand the rationale behind policies and issues and are not likely to comply and readily accept rules without justifications.



RELAXED

Millennial prefer less formal learning environments in which they can interact with faculty and their peers. They prefer instructors to act as facilitators for in-class discussions.



RAPPORT

Millennials appreciate connectedness to the instructors and their peers. They seem to be more motivated to learn when they feel they have a personal connection to the subject, learning outcomes, or course objectives.

RESEARCH-BASED METHODS

Millennials grew up constantly connected and engaged. Therefore, Millennials thrive through active learning where activities or discussions are mixed in with lectures.



Student Support (Re)defined

Equitable
Integrated
Cost Effective

Student Support (Re)defined is a research designed specifically to gather perspectives of community college students on what they perceive Institutions, instructors and others can do to help them succeed. Thirteen California community colleges participated in this research.

Six Success Factors

A growing body of evidence indicates that strategic support – inside and outside the classroom – can increase students' abilities to achieve completion and transfer. Student support activities must be (1) integrated into students' daily experience and (2) included in the overall curriculum.

Effective support – in addition to being integrated and intrusive – helps students become:

DIRECTED: students have a goal and know how to achieve it

FOCUSED: students stay on track—keeping their eyes on the prize

NURTURED: students feel somebody wants and helps them to succeed

ENGAGED: students actively participate in class and extra-curricular activities

CONNECTED: students feel like they are part of the college community

VALUED: students' skills, talents, abilities and experiences are recognized; they have opportunities to contribute on campus and feel their contributions are appreciated

Full report *What Students Say They Need to Succeed*

<http://rpgroup.org/sites/default/files/StudentPerspectivesResearchReport-Jan2013.pdf>

Adapted from:

- Prices, C. "The New "Rs" for Engaging Millennial Learners" <http://www.bu.edu/ssw/files/2010/10/New-Rs-for-teaching-millennials.pdf>
- McGee, J.B. "Teaching Millennial" http://www.ame.pitt.edu/documents/McGee_Millennials.pdf

RUNNING EFFECTIVE MEETINGS

Committee meetings are vital to the success and effectiveness of an institution. Committees allow faculty, staff, and administrators to engage in meaningful dialogues to improve college-wide processes and move the institution forward. At the same time, committees can be extremely difficult to run, considering that members have many obligations to fulfill in their current positions. In an effort to evaluate the effectiveness of GWC's committees, the [Committee Effectiveness Self-Evaluation Survey](#) was administered in Spring 2015. Overall, responses from survey participants were positive, particularly on committee's clarity, structure, communication, and support. Areas where some participants noted that improvements can be made include leadership sharing, and results or accomplishments. In an effort to help committees address some of these areas, we want to share some tips on running effective committees. The following ideas come from Kern and Adams.



COMMITTEE CHAIRS:

- Preparation:** Draw agenda in advance and send out to committee members ahead of time so they can be prepared to engage and participate in discussions.
- Presenters:** Hold pre-meetings -If there are different presenters, the committee leader should meet with the individuals ahead of time to refine and focus their presentations.
- Readings:** When providing large reading documents to committee members, the committee leader or presenter should summarize salient points to the group during the discussion.
- Agendas:** Honor the agenda. When someone tries to take over the agenda, the chair should ask the committee if the point can be tabled until other items on the agenda are discussed.
- Conclusions:** Recap the discussion. Spend the last five to ten minutes of the meeting recapping decisions and actions and agreeing to what the committee will tell the campus about what was discussed.

COMMITTEE MEMBERS:

- Prepare for meetings and use your agenda.
- Speak up when you have something to say; do not rely on other members to make points for you.
- Ask questions if you are unclear or unsure.
- Consider all options and share your views.
- Abide by decisions that are taken, whether you agree with them or not.

Running effective committee meetings can be challenging and require additional preparation time; however, the benefits are tremendous. When committee members are engaged and empowered, results from committee discussions will propel college-wide continuous improvement efforts.

Sources:

- <http://www.inc.com/kristine-kern/effective-efficient-meetings.html> (Kristine Kern)
- <http://www.forbes.com/2010/10/06/meetings-running-efficiency-leadership-careers-agenda.html> (Susan Adams)
- Committee Effectiveness Self-Evaluation Survey http://goldenwestcollege.edu/wpmu/oirfiles/2015/09GWCCCommitteeEffectivenessSurvey_SP2015.pdf

HOW WELL IS GWC PERFORMING?



STUDENT SUCCESS SCORECARD

Scorecard data are used to track how well a college is performing in basic skills education, Career Tech programs, student retention and completion.

Measures	Current Yr*	04-05	05-06	06-07	07-08	08-09
Math Completion	33%	29%	34%	31%	34%	33%
English Completion	48%	50%	51%	54%	51%	48%
ESL Completion	26%	23%	24%	24%	25%	26%
Persistence	74%	76%	77%	78%	74%	74%
30 Units Completion	70%	72%	73%	72%	71%	70%
Completion	50%	54%	54%	52%	52%	50%
CTE	57%	62%	63%	58%	66%	57%

Percentage of credit students tracked for six years.

*indicates the 2008-09 cohort tracked through 2013-2014

DID YOU KNOW ?

You can request data from the Office of Research, Planning and Institutional Effectiveness?

We can help you:

- Design and analyze surveys
- Evaluate program effectiveness
- Gather student information for grant applications
- Support for program review and planning
- Other ad hoc reports

Click [HERE](#) for the Research Request Form Or log onto the ORPIE website

<http://goldenwestcollege.edu/wpmu/oir/>

A PICTURE IS WORTH A THOUSAND WORDS...

Conventional wisdom on cognitive science suggests that **the human mind remembers pictures better than it does with words** (Paivio & Caspo, 1973). While a picture may not be worth a thousand words, a fascinating study out of the University of North Carolina on memory recall, showed that on average, participants were able to correctly recall pictures 1.5 times as often as printed words (Foos & Goolkasian, 2005). To that end we are happy to roll out the new look and feel for GWC Quick Facts. **We hope that Quick Facts 2.0 will improve the way our office communicate Golden West College information to you.** As always, we love to receive feedback on how we can improve our data visualization method. Please reach out to us at gwcresearch@gwc.cccd.edu.



Sources:
 Foos, P. W., & Goolkasian, P. (2005). Presentation format effects in working memory: The role of attention. *Memory & Cognition*, 33, 499-513
 Paivio, A. & Caspo, K (1973). Picture superiority in free recall : Imagery or dual coding? *Cognitive Psychology*, 5, 176-206

Golden West College Quick Facts (updated 2015)

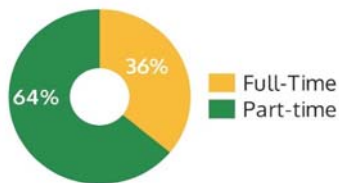
College Staffing (Fall 2014)

Full-time Faculty	Part-time Faculty	Managers	Classified
128	406	34	177

2014-2015 Total unduplicated enrollment

16,940

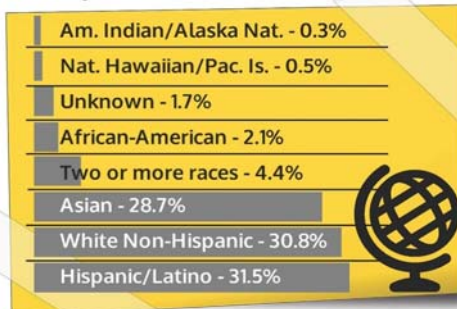
Full-time/part-time status (Fall 2014)



Student demographics (Fall 2014)

Gender	%	Age	%
Female	52%	< 20	29%
Male	47%	20-24	42%
Unknown	1%	25-29	14%
		30-34	6%
		35+	9%

Ethnicity (Fall 2014)



Data Source: Coast Community College Data, California Community Colleges Chancellor's Office

Enrollment by instructional modality (Fall 2014)



Student financial aid awarded (2013-2014)

\$23,797,354

58% of GWC students received financial aid in 2013-2014

Pell Grant - 23%
 BOG - 57%
 Other Aid - 20%

No. of students participating in categorical or special programs/services (Fall 2014)

- CalWORKs - 98
- Extended Opportunity Program & Services (EOPS) - 970
- International Students - 201
- Veterans - 214
- Foster Youth - 306
- Disabled Student Programs & Services (DSPS) - 580

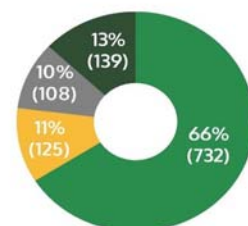


Degrees and certificates awarded (2013-2014)



Transfer Volume (2013-2014)

CSU In-State-Private Out of State UC



CELEBRATING GWC

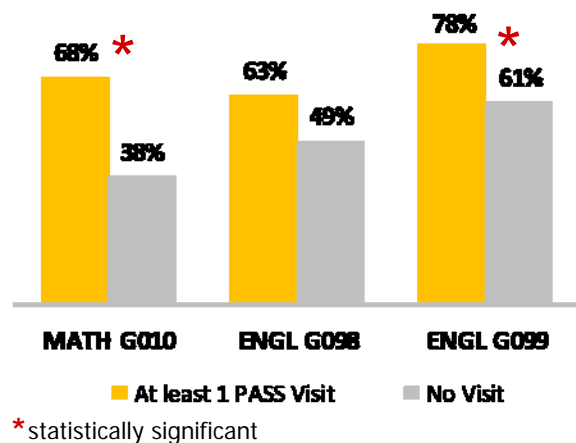
This section highlights different ways that faculty, staff, and managers are improving student learning and support services at Golden West College.

PEER-ASSISTED STUDY SESSION

Peer-Assisted Study Session (PASS) is an academic assistance program offered at GWC. Study sessions through PASS are facilitated by students who have successfully completed the course in which they are the lead facilitators. Therefore, facilitators are able to provide their knowledge of the material and first-hand experience in the course.

In Spring 2015, 1 section of Math G010, 1 section of English G098 and 3 sections of English G099 participated in PASS.

Comparisons were made of the difference in success rate between students who attended at least one PASS visit to students who did not make any PASS visits.



For all three courses, students who made at least one PASS visit had a higher success rate than students who did not make any visits. The difference was statically significant for Math G010 and English G099.

USING ASSESSMENT TO IMPROVE PROGRAMS AND SERVICES

Across the state, community colleges have recognized that students are not preparing in advance for placement tests. In response to this concern, the GWC Assessment Center took two immediate actions. First, the Assessment Center updated its SAOs, including this one: "The successful student will be able to demonstrate awareness of the importance of the placement test by completing the orientation, sample tests, and review of discipline-specific materials." Next **the Assessment Center produced and created a three-minute video to increase awareness of the importance of the placement test and the consequences of placing lower than college level.** In January 2015, the Assessment Center debuted the video in several ways. All students who signed up for a testing session received an email with the video attached. Students were encouraged to watch the video and use the practice tests to prepare. In addition, the video was shown to all students prior to each testing session. At the conclusion of the video, students were given the opportunity to reschedule their test if they felt they were not well prepared.

In an effort to assess the impact of the new video, the Assessment Center collected surveys at the end of each testing

session. The Assessment Center designed the survey questions to assess whether students felt the video was helpful in explaining the importance of studying for the placement test. **From January to May, the Assessment Center collected 847 surveys. 649 (76.6%) students watched the video, and 471 (72.6%) found it to be very helpful; 167 (25.8%) somewhat helpful; and 11 (1.7%) not helpful.** Clearly, the majority of students felt the video was very helpful, and the Assessment Center reported this data in their final SAO assessment for the Spring 2015 semester. Through the SAO assessment process, the Assessment Center has targeted a statewide need to heighten student awareness of the importance of placement test results, and they have also used the process to continue increasing their own effectiveness and widespread student success.

