

ACADEMIC PROGRAM REVIEW COMMITTEE  
Solano Community College

**Membership:**

Ferdinanda Florence—Coordinator  
Kevin Spoelstra—Applied Technology & Business  
Nick Cittadino—Counseling  
Myra Kargbo—Health Sciences  
Chris McBride—Liberal Arts  
Katherine (Kitty) Luce—Library  
Dmitriy Zhiv—Math  
Maureen Powers—Social & Behavioral Sciences

**Ex Officio:**

Damany Fisher—Research & Planning  
David Williams—VPAA

Guest: Michael Wyly, Guided Pathways

Absent: Kevin, Myra, Chris, Kitty, Damany, David

Minutes—Monday, Oct. 22, 2018  
2:30-4:00 p.m., Room 902

1. Approval of Agenda—1<sup>st</sup> Maureen, 2<sup>nd</sup> Dmitriy
2. Public Comment –none
3. Approval of Minutes, 9/24/18 and 10/8/18—1<sup>st</sup> Dmitriy, 2<sup>nd</sup> Maureen
4. Guided Pathways discussion
  - a. Michael asked the committee to consider what role to play in Guided Pathways initiative. He emphasized the importance of understanding the college and its processes from the students’ perspective, and presented a questionnaire draft that would guide the content of student surveys, focus groups, and a January Flexcal panel discussion.
  - b. Committee members discussed the questionnaire, which posed several questions
    - i. Which first-year indicators from the chart are most essential? What additional information/data would you like to have?
      1. Only a few indicators should be used; the chart provides far too much information to be useful for the average faculty member.
      2. “Full-time students” indicator should include 12+ units in parentheses; either this indicator, or the number of students taking 15+ units, is essential—but not both sets of numbers.
      3. Other essential indicators include “Persisted from term 1 to term 2” and “Successfully completed transfer-level English in year one” and “Successfully completed transfer-level Math in year one.”
      4. The term “attempted” in several indicators needs to be clarified somewhere for faculty—does that mean the students stayed in the class past the census date? What counts as an “attempt”? It would be helpful to see the number of courses completed (earning a grade of “D” or better, for example) vs. attempted. It would also help to know, of the courses attempted, how many were GE or “core academic courses.”

5. Rather than demographic success data on age, race, and gender, it would be more useful to know how many students are 1<sup>st</sup>-generation college students, how many are the main caregiver for a sibling/child/parent, how many are working 16+ hours per week, etc. This data would get us closer to the root needs and hurdles for students.
6. Data might indicate whether the student is an athlete.
- ii. What institutional practices might contribute to this data?
  1. Students in most classes are graded throughout the semester, so that receiving a low grade at the start of the semester can be discouraging and lead to dropping out. If more faculty taught to mastery, and allowed students to make multiple attempts and/or allowed students to drop lowest grades, students might be less likely to let fear of failure undermine their persistence.
- iii. What questions would you like to ask the students?
  1. Committee members noted that many of the questions that should be asked are captured in the standardized survey created for the Program Review report template. Maureen offered to share a Student Needs Survey that also delves into the barriers that impact student retention and success.
  2. Students might also benefit from taking a quiz/survey that reveals their learning styles. Results from a Myers-Briggs type survey could also direct students to meta-majors/areas of emphasis.
  3. For students who have dropped a class: “What factors went into your decision to drop?” or “what was the biggest factor in your decision to drop?” This question could appear in a pop-up window in Banner when a student drops, much like when you click “unsubscribe” on an email. Several options might appear (“failing class, did not need class, work schedule change, personal reasons, other”).
  4. For non-FT students: “Would you be a full-time student (12+ units) if you could?”
- c. Coordinator will share both the standardized survey and Maureen’s survey with the Guided Pathways committee, along with minutes from the day’s meeting.
5. Adjournment—1<sup>st</sup> Dmitriy, 2<sup>nd</sup> Nick