

CSM BASIC SKILLS INITIATIVE COMMITTEE Aug. 26, 2013 2:30-4:10 pm 18-206
meeting notes (Sept. 26 draft)

Members Present Co-chair James Carranza

Sylvia Aguirre-Alberto	Lloyd Davis (note-taker)	Kathy Diamond	
Harry Nishanian	Jon Kitamura	Ruth Turner	Jeremy Wallace

Others attending Krystal Romero Director of Student Support Services
Katie Bliss Project Change

UPDATES Katie Bliss will speak to us today about **Project Change**, a program for students recently released from Hillcrest, or in continuation school. Henry has approved supporting it. This committee recommends we become a formalized **institutional committee**. We reached consensus on this last year, and IPBC seems likely to agree. Institutional committees must prepare mission statements and submit plans.

GOALS AND ACTION PLANS The committee discussed last year's basic skills action plan, and how this year's will be different. **Summer Bridge Academy** is now Pathway to College. **Peer mentoring** has been realized as S.M.A.R.T. , which is in its first year. Its BSI funding ends in 2014. We funded its development and its coordinator, not the program itself. We need to check the time frames of our support commitments.

Henry has reviewed our budget, which has not been finalized. We are supporting SI student leaders and S.M.A.R.T. mentors through Summer 2014. We paid for reassigned time for faculty. Cheryl Gregory and Autumn Newman did workshops. We provided books and materials. We need to summarize what we did.

If we fund Pathways in Summer 14, we need to fund peer mentoring in Fall 14. We need to find out whether we or the college will fund pathways this summer. More generally, for each project we need target dates for completion, and which semesters we voted to fund. We agreed to fund a third year of math SI if the college agreed to institutionalize it in the future. Revising SI is slated for completion in 2014, and will be moot after that.

The college is picking up Theresa's three unit professional enrichment coordinator position. BSI is picking up Jeremy's three unit basic skills enrichment coordinator position. We can report we accomplished that goal. This year we plan to support professional enrichment co-coordination. Jeremy and Theresa are polishing the professional enrichment plan. Their new job is to make the plan happen.

A proposed new administrative position, Dean of Instructional Support , would handle supplemental things for student success and support now under the VPI, especially distance ed and professional development but also learning communities and accreditation liaison. A lot of colleges have a similar position.

We have taken on the President's Lecture Series. We helped develop Pathways and S.M.A.R.T., which are now in the hands of the Learning Center. Our annual report should cover no more than five projects. We decided to focus on RA. We might want to rewrite the proposal to institutionalize it, in view of its growth.

We will not be funding SI, but hope to get it institutionalized. James will check with Ron Andrade about how many years BSI agreed to fund Pathways and S.M.A.R.T.

A possible future project is 3CSN's Habits of Mind. 3CSN also does RA. Habits of Mind considers how students perceive themselves as students, assess their self-efficacy, and address various issues. It helps students understand their own behavior.

This year's proposals include Project Change, one we will get from the Learning Center, and President's Lecture Series events. We contributed \$10K to RA for this semester. Theresa may submit a proposal for spring RA Funding for RA for Spring 14, and funding for summer RA workshops, could be options.

MATH TEXTS The Math 811 e-text is free, or \$25 for a paper copy. A \$60 McKeague is the department choice for 111-112. Most 110 instructors use it, but a department choice for 110 is unlikely. Bookstore manager James Peacock is open to a rental option, and will do whatever our committee requests. BSI could rent books at a price different from the bookstore's.

Questions include whether the McKeague text can be used indefinitely, how many instructors use online homework and other supplements, whether rental includes that, and how to prioritize access to rental books. The MRC has copies of texts students can use there. BSI could purchase texts for use in the library or the LC. Students should go to the MRC for tutoring, but go elsewhere to borrow texts to use for homework. The library is open Saturdays, and the LC is open until 8 pm M-Th. Harry will send James a list of books to get. James will check with Lorrta, Jen and Pepper. BSI can't purchase texts for 120, since 120 is degree applicable.

James will email to the committee his narrative responses to year-end report questions for our input:

- How is your college assessing how it uses its BSI funds and how these funds are related to your college's educational master plan?
- What are the problems your college is still facing in the area of ESL/Basic Skills? What are the obstacles that you need assistance with from 3CSN and/or the Chancellor's Office?
- What is your action plan for research to evaluate your programs and if/how your BSI funds have helped?

We want BSI programs evaluated. English is talking about SI different from math SI. Kristi Ridgway is talking to Ron about peer mentoring for ESL students.

We have BSI baseline data, and can use the state chancellor's office's Data Mart's Cohort Tracker as we continue to measure our efforts and plan for the future. Cohort Tracker also allows us to look at colleges across the state. We are asked to compare the 2010-12 and 2008-10 cohorts to find out if our programs have become more successful. We can get assistance from 3CSN on how to institutionalize initiatives, involve more faculty in professional development, and implement things smoothly so people will seek us out. We need to assess each program, preferably using built in data collection and John Sewart's tracking tools. James will get his report out in a week or two. It is due to the state Oct. 15.

Krystal reminded us a majority of basic skills students are students of color. We need to address students culturally and holistically. We have started to look at how opportunity and achievement gaps affect basic skills. Our last annual report noted we had to look at cultural aspects, not just basic skills.

PROJECT CHANGE Katie Bliss gave an overview. Project Change is a liaison and outreach program combining such successful programs as pathways and S.M.A.R.T., for students currently incarcerated or recently released from Hillcrest Juvenile Hall. It helps students learn what is available to them, and how to make the transition. It's a liaison with programs connected to Hillcrest, including the nonprofit, Each One Reach One. Katie runs their GED program Thursday nights. Students ask about options after the GED. One is

to come to CSM. Hillcrest School is a Hillcrest program allowing students to take classes to get either a GED or a high school diploma. Gateway Community School accepts students who have been released from Hillcrest but have been expelled from or don't fit in at other high schools.

Project Change encourages and supports students when they come to CSM – e.g. on how to get services and sign up for classes. Students who participate in the program go through Pathways, connect with peer mentors, and are matched with faculty or staff mentors. The proposal lists English faculty but is open to people in other disciplines, and to LC and Student Services staff, ideally for full summer-to-spring academic years. It also wants services available to meet such needs as mental health and homelessness. The ultimate goal is to provide support for students to explore and find their path – transfer, vocational, whatever. The program would not be required for Juvenile Hall students, but would be available for those who see it as a good fit.

In discussion, the projected cost of \$4050 per semester to prepare to serve five to ten students was questioned. Volunteer faculty mentors meet with students, help with entry and exit forms, and attend a workshop.

Typically, stipends are offered only in the first semester, to encourage people to get involved. In the first year pilot, it is best to work with a small number of committed people. We should pay someone to do administrative duties. However, we do not want to include people who come only for the incentive.

The honors project offers stipends for first-time participants. Mentoring is less academically demanding but more emotionally demanding. The goal is only one student per mentor. Suggestions included stipends for students to encourage them to attend regular meetings, and perhaps preferable, scholarships for students who complete part or all of the program. Perhaps money could be available for faculty to take students out to lunch.

We could spell out the responsibilities of participants. These might include individualized mentoring, offering workshops for student mentees on dealing with coming to school (e.g. parenting, life skills, conflict resolution), collaborative orientation, and monitoring progress of students.