

**CSM BASIC SKILLS INITIATIVE COMMITTEE MAR. 26, 2012 2:30-4 pm
meeting notes (April 3 draft)**

Members Present: James Carranza co-chair

Sylvia Aguirre	Juanita Alunan	Lloyd Davis (note-taker)	
Kathy Diamond	Jamie Marron	Jennifer Mendoza	Chris Rico
Kristi Ridgway	Krystal Romero	Ruth Turner	Carol Wills

Guests:

English:	Isabel Anderson	Allison Herman	Daniel Keller
Mathematics:	Lena Feinman		

THREE-UNIT PROFESSIONAL DEVELOPMENT/ENRICHMENT COORDINATOR FOR TRANSFER/SOTL TO COLLABORATE WITH THREE-UNIT BSI PROFESSIONAL DEVELOPMENT COORDINATOR James reported he is shuttling recommendations for the two positions to ASGC, IPC, BPC, and BSI. ASGC will discuss them tomorrow. IPC says we should tie the SOTL position more closely to college planning. ASGC wonders if its three units could be better used elsewhere, or would its benefits outweigh the loss of one three-unit class. ASGC's role is to identify needs. IPC recommends which needs to fund.

IPC was supportive of the six unit BSI position, especially when the focus was developing programs. The more we can involve faculty and counseling faculty, the better. BSI is a Senate committee, so taking BSI requests to Governing Council is appropriate. Having requests supported by both BSI and ASGC adds authority. Questions from faculty include why does the LC coordinator need so many people? Who do they report to? What are the benefits?

The professional development coordinator will do what Lorena del Mundo did, including planning events on campus. The program services coordinator will handle Summer Bridge and peer tutoring. Since Lorena left we have an unmet need college-wide for professional development coordination. We propose a 3 unit BSI person and a 3 unit professional development person working together. BSI Coordinator is now faculty oriented; things related to student services were removed from the position. Kathy asked whether it is OK that we are changing the mission of those SoTL units. James said that is why we are asking IPC to consider 3 units for SoTL. SoTL is under Senate management.

Points in discussion: James - Professional enrichment is broader than attending conferences and applying for long- and short-term professional development. Krystal - When the money funding people to do things goes away, so does what those people did. Having someone meet with departments to see what programs need, and help people apply for innovation grants and other funding to serve those programs helps institutionalize activities and keeps 'community' in community college. Kathy - the new position sounds more vibrant and useful than the older one. James - We are moving from an innovation phase to a support phase. We control how we spend BSI money. IPC's concern is about the 3 units we are requesting for SoTL. We will do a rationale tying that request to college priorities and goals. ASGC is likely to approve it. Then it goes to IPC.

Chris expressed hope that the college-wide approach will help sustain it. James said it gives us more leverage when full-time opportunities occur. LC is a central place for different programs. Partnering gives us more leverage. LC director Jennifer Mendoza is an administrator. For the next two to four years we are helping fund a classified staff position under her. James is looking for ideas to share at tomorrow's Governing Council meeting. All are welcome to attend.

ENGLISH 800 LAB ENHANCEMENT - PROJECT PROPOSAL FROM ALLISON HERMAN, ISABEL ANDERSON AND DANIEL KELLER The team's written proposal was distributed before the meeting. Daniel reported the English 800 lab has nothing except sentence level tutorials, but that has not been the focus of English 828 for a decade. To help students engage the reading assigned in 828, the team will research

current practices in writing center and learning center programs around the state, look for open (no cost) courseware, and create additional activities for student reading comprehension, appreciation, and accessibility, using materials assigned by instructors and media-based supplements. They want support from Reading Across the Curriculum. The materials should be interactive, more than just fill in the blanks, so students create and answer questions. Students will take their 828 books to the lab. One goal is to have useful TBA activities in the writing center. If these materials are useful they could be adopted by the reading center as well. In developing the material, the team will survey faculty on what they are using that works, what will reinforce it, and what they think of the team's ideas. '

The team will develop reading strategies, and perhaps questioning strategies using forums and WebAccess, to reinforce what has been discussed in class. It will survey faculty early, to be sure they are part of the process and to get reviews on activities the team create. Everything should be adaptable to any 828 text, so probably across the curriculum. James suggested they bring in Jamie and Carol, and work with the LC on peer tutoring. The title of the proposal is Tutorials for English 828. MSU (Marron/Alunan) to accept it. \$2500 is for the instructor's time. Daniel is paid as lab coordinator. Put in a Measure G grant application for higher courses. Ideas included looking at which activities were assigned and completed – a good measure of which ones are effective – using student satisfaction surveys on increased understanding and engagement, and posting information for all to see.

PLACEMENT TESTING UPDATE – KRISTI RIDGWAY AND CHRIS RICO and others are working on a self-assessment to help students determine which placement test to take, based on how they use English, whether they are native or non-native speakers of English, and if the latter, their fluency level. Bev will call a meeting after spring break on what goes in the document. Kristi and Amy will check it for clarity. ITS will embed it on English and ESL websites. When students apply online they get testing information by email. Their orientation comes after they take the placement test. Eric Raznick is working on a WebSmart page with testing information, and will put in icons linking to it, perhaps in WebSchedule and on web pages where matriculation is mentioned or appointments are scheduled. Where can students access computers to take the tests? Where would students be when they register or need to take placement tests? This is not just for first time applicants. Maybe they did math not English. Kristi may ask in the future for overtime funding for the new IT person to do 3 to 10 hours of work.

LC PROGRAM PLANNING – JENNIFER MENDOZA. There will soon be an LC coordinator, with 50% BSI funding. Jennifer wants the BSI Committee to be OK with her plans for two initiatives: Summer Bridge Academy (SBA) and the Mentoring Program. SBA is a two-week program designed to help new students make a smooth and successful transition from high school to college. Expected outcomes include increases in full-time student enrollment, success, persistence, and completion. To enroll, students must place into any of English 828 or 838, ESL 827 or 828, or Math 110, 111, or 811. First generation college students have priority.

In its 2010 pilot year, 15 students enrolled and 12 completed SBA. It was not offered in 2011 due to recruitment issues. Its courses underwent redesign for a new launch in 2012. Students will enroll in CRER 310 (still CRER 680 this summer) a career and life planning course Lorena modified for the student engagement model. There will be two Friday field trips. Advantages to students include priority registration for fall, staff committed to their success, and access to the LC and mentors.

Discussion followed on what mix of needs SBA should serve. At first participants had to need a basic skills English course, but that was expanded to either English or math to get enough students. Sylvia and Jamie recommended a focus on English and reading. A number of students place low in math only because they didn't take math as high school seniors. Most Summer Bridge programs target both English and math. Literature shows students who finish their first semester of math are likely to complete their math sequence. How about opening SBA to students in any non-transfer course?

There are significant differences among basic skills courses, and some degree-applicable courses have many students who are also enrolled in basic skills courses. Basic skills students need orientation to campus regardless of which disciplines their basic skills courses are in. SBA needs students at the lowest levels of English, reading, ESL, and math. What will capture most of them? The majority of basic skills students need both math and English, but requiring both leaves out illiterate math whizzes, and cuts into recruiting. Math 811 has the fourth highest number of concurrently enrolled students.

Jennifer said we have a program that didn't work so we are re-evaluating it. What made it fail – recruiting, time spent on it, or what? It needs a solid foundation. James said we can increase recruitment by opening SBA to students who need English *or* math rather than English *and* math, and by opening it to students with pre-transfer courses rather than only basic skills courses. *And* would be ideal, but is hard to recruit for. We could try it in the future. Jennifer suggested we run the program, then fully assess it to see what the issues are. She ran a program for nine years in which students had to place into basic skills courses in both English and math. Recruiting was hard but she managed to get enough students. Krystal pointed out *Or* is already printed in the schedule of classes, so we can discuss this whole issue later. She expressed appreciation to Jennifer for her coming to the BSI Committee for feedback, and asserted Jennifer should be free to run the program as she sees fit. Jennifer added when the coordinator comes on, we want to move forward with good strategies for recruiting and outcomes.

Points in discussion of other questions Jennifer posed:

Should we change the name of SBA? That's Jennifer's call.

Which academic disciplines were meant to be involved? English first, then math. Related areas like reading and speech. Using English skills in other disciplines. We could have two tiers of courses.

What are the advantages of SBA? Jennifer would welcome email responses.

Who does the mentoring program serve? Is it stand-alone or combined with tutoring? What are its benefits?

MATH SUPPLEMENTAL INSTRUCTION (SI) UPDATE – LENA FEINMAN SI started rather successfully last semester, attached to two 811s and an 802. Of the 97 students in those courses, 41 attended SI sessions at least once. Of the 41, none dropped (but a few stopped coming), and 77% passed. Sessions are offered all semester. SI leaders spent 7-10 hours per week. They needed some help on how to teach. We now have four SI leaders. They have different career objectives, including teaching math, social work, and health care. Next semester Cheryl wants us to try a Math 110. Last semester SI sessions were held in small classrooms right after the classes met, and students could come to sessions starting any time between 10 and 1. This semester we are trying noon or 1pm sessions, when more classrooms are available. 4 to 6 students per session is ideal. We had as many as 8 or 9.

Lena has a study skills component which she puts on WebAccess. She discusses in class how to take tests. Students do test corrections. Student evaluations of SI sessions show some want more structure, others less. Conferences work well for students who are motivated, but our students are not. In some CSM programs, most students do not need Math 120. Krystal said it would be great to do SI college-wide, but suggested what we consider success needs more definition.

The next meeting is on Monday April 23, 2012.