

**Meeting Notes-Final**

**Members Present:**

Kristi Ridgway, faculty chair

Juanita Alunan

Autumn Newman

Linton Bowie (Lin)

Sylvia Aguirre-Alberto

Ryan Wall

Ruth Turner

Vinh Nguyen

Krystal Romero

**SUMMARY**

- Project updates were provided by Theresa Martin, and Kristi Ridgway.
- Several BSI members attended the Sacramento Acceleration Conference.
- Speakers and training were discussed.

**CALL TO ORDER**

Kristi Ridgway called the meeting to order at 2:20 PM, and reviewed the agenda. The agenda was approved with no changes to the minutes from the committee. The minutes from the last meeting were reviewed. A few typographical corrections were made. The minutes were approved.

**1. PROJECT UPDATES (Kristi)**

Theresa Martin provided Kristi an update regarding Reading Apprenticeship (RA) update since she was unable to be present at today's meeting. Kristi shared that training in RA has been completed for 72 faculty so far and 500 students have been touched by RA practice. Theresa applied for and won an RA STEM grant for CSM. She will report later on the grant and activities associated with it. Theresa also wanted clarification regarding streamlining the Professional Development application process. Since BSI agreed to use the CCTLP funds as part of the new overall Professional Development Travel Fund, can it just be absorbed or do we want to designate it still as CCTLP somehow? Autumn said that she thought it was important for there to be something dedicated to new faculty; without it, she said she would not have participated in the way that she did. Krystal said it was important to know where the funding was coming from, so she was fine with a shared application so long as there was a clear designation of which monies were being used for what. Kristi will share the information with Theresa.

Kristi reported on the ESL Assist Project. She is preparing to run an ESL student focus group to determine: What kind of peer assistance would benefit students (peer mentoring, SI) and what it would entail to be most helpful. Kristi is also investigating acceleration with ESL. There may be an accelerated, compressed pilot course first with international students, and then ESL might move this approach to other cohorts if successful.

Ron will update the group next time on the SMART Peer Mentoring Program through the Learning Center.

The e-RFP form will go out soon to the campus community. Watch your e-mail.

## **2. REPORT FROM SACRAMENTO CITY COLLEGE ACCELERATION WORKSHOP (Kristi and Autumn)**

Kristi and Autumn went to the workshop and reported on placing students and different compression models. There is a low (2%) correlation between placement test results and success in a course, so many colleges, including CSM, are having discussions about placement tests. Kristi will be looking at the research and sharing more as things progress.

Autumn said she learned that a high school GPA of C+ is the single strongest predictor of success. Basically, it is a measure of "grit." Long Beach City College uses multiple measures, weighting high school GPA heavily, and only giving placement testing a 2% relevance along with other criteria. They have been very successful in appropriately placing students and having them succeed.

They also talked about curriculum models. For the last 20 years, Chabot has had two pre-100 English tracks, one accelerated (a single compressed course, open to anyone), one traditional model (multiple courses, where students test in). Students are very positive about their experiences in the accelerated track and are more successful than students in the traditional track. The conference presenters for CAP argued that shortening the sequence allowed students to complete in a shorter time with better results.

Another school that has used acceleration is Butte College. When they tweaked their placement tests and cut scores, they unwittingly accelerated their students and found they have eliminated student inequity (down to 1%-2%) by doing so while improving success rates.

Reading, critical thinking and metacognition are all addressed in these accelerated course models by the California Acceleration Project (CAP). Students were fully engaged and Kristi stated the shortened time sequence allows students to get the most out of each class. When asked about ESL vs other subjects, Kristi said that she wasn't sure that for ESL's lower levels acceleration would work as these students are functioning at very low levels in a second language. However, it might work at the essay level (ESL 828, ESL 400 and maybe ESL 827). There are fewer ESL models of acceleration, so more research is needed in this area.

Sylvia asked if there was a comparison of transcripts. If they don't have transcripts (older students, for instance), what do they do? These colleges have students self-report and find that students either do so accurately or underestimate their actual performance. Autumn also explained that overplacement of students is more noticeable because a student is put into a class that she or he is not prepared for, but that underplacement is more invisible as these students do just fine. The data show that there are many underplaced students who could have succeeded in a higher course. Rather than worry about pushing student too quickly, we should be worried that we are holding students back unnecessarily.

Krystal suggested that faculty members participating in acceleration have better results because they are passionate about their work and work actively to improve their teaching. In other words, how much of this success is the actual teacher? Teachers would need to embrace and have this kind of mindset to teach the accelerated courses. Not just any instructor is going to be a good fit.

Kristi will make the presentation materials from the conference available on the BSI SharePoint site in a folder. Look for an invite.

### **3. CHOOSING AND BOOKING SPEAKER AND TRAINING (Kristi)**

Kristi reported that there are two speakers possible:

1. Jeff Duncan-Andrade. He was here several years ago. He speaks about how the game has changed in education today and his own experience of teaching in Oakland high schools. He argues that we need to be concerned with the non-academic things that students struggle with to help them succeed before we can expect them to excel academically, that we need to care about each student as a human being. Krystal said he would be great. He is not so cheap anymore (Kristi is waiting to hear on his rate), but maybe cheaper than Wes Moore. Wes Moore speaks about disparities, veteran's issues, student issues. Some of our students are reading his books in English, but his speaker fee is \$20,000.
2. Kristi spoke with Colm Davis at the National Equity Project (<http://nationalequityproject.org/events/coaching-for-equity>). They have a program they can run here. The program is primarily geared to K-12 and is a Common Core program now. Colm Davis has a talk entitled "Keeping Students at the Core of Common Core." Price is \$5,000-\$6,000 for a group of 30 to 50, but it will be more than this to customize the program for community college. Still, even at double the cost, this should fit into our \$15,000.00 budget. Kristi suggested that we pursue training with NEP.

Katie Kern, who gave the California Acceleration Project conference in February, is also a great speaker. Kristi has tried to get her here this semester but was unable. She can check into Katie's availability in fall if people are interested.

The group discussed partnering with DIAG and Student Equity funds on the cost. Through partnering, the event would bring in a wider audience. The group agreed that we need to start a conversation with a number of departments (including Marsha Ramazane).

Kristi stated that we have a BSI budget of \$15,000 that needs to be spent by June 30. The group discussed using it for a renowned speaker or a combination of speaker and workshop. Jennifer reported that Skyline and Canada are already moving forward on the acceleration model. Because they are doing it, there is already momentum in the District for these kinds of projects. Krystal said that we have not had a broad discussion here at CSM about acceleration and placement testing. Since we are moving towards acceleration, she suggested we engage in an in-house discussion that lays a foundation for our approach. Jennifer reported further that Skyline had Long Beach Community College come and presented a year or so ago about acceleration and placement testing, which led to the current activities on acceleration there. Krystal asked for more information on how they are rolling out acceleration.

Krystal knows NEP, and highly recommends them. Kristi will consult Henry, because he could not make the meeting. NEP's specialty is training institutions how to partner and develop the institutional framework to bring about these programs. The training and speaker should serve as pre-cursors or launches to a partnership between various committees (BSI, DIAG, Student Equity). This event would serve as a kick-off event to show how we have all of these groups coming together through the Equity Plan, SSSP, and BSI. NEP is a great fit because they require work on something substantial, more than

just attending a diversity workshop. The BSI committee agreed that these events could kick-start work on acceleration and other projects. The NEP training is meant for administrators, staff and faculty.

Kristi summarized next steps based on committee feedback. She will get formal quotes from the National Equity Project/Colm Davis for a day of training and Andrade to speak between April 6-May 8, and forward these by e-mail to committee members for final budget approval so that she can book these events and start planning. BSI committee members agreed to put \$15,000 toward NEP training and Andrade speaking and ask DIAG, Student Equity and others as appropriate to partner in the costs/sponsorship, particularly if costs exceed \$15,000.

To support acceleration training, there is the upcoming 3CSN Community of Practice being offered by the California Acceleration Project. It costs a few hundred dollars per team of 2-4 to go to three training sessions in the next school year. Several English faculty members have approached Kristi, interested. She has also extended an invitation to math faculty but not gotten much response. Math is working on acceleration separately from CAP, trying to funnel non-STEM majors into Statistics rather than College Algebra. Krystal said that she thought BSI should offer funding support to any CSM teams interested in joining the CAP COP. Kristi will follow up with English, ESL and math faculty to offer BSI support, specifically encouraging them to apply for both the CAP COP and BSI Professional Development and Travel funding.

## **ANNOUNCEMENTS**

The following announcements were made briefly to the committee after the breakout sessions:

1. Accolades:

Krystal helped contribute to a newly published book *Teaching Men of Color in the Community College* by J Luke Wood. Krystal was modest, describing her role in working on survey data. She is trying to get printed copies to put in the new Center for Academic Excellence.

2. Upcoming Professional/Curriculum Development Opportunities:

- a. Upcoming Professional/Curriculum Development Opportunities:
- b. LINKS 11: Beyond Boutique: Scaling Up Successful Programs and Practices: Fri., Feb. 27 at CSM (Registration is free!) The LINKS 11 is particularly relevant to BSI.
- c. National Conference on Acceleration in Developmental Education: June 24-26, 2015:  
<http://alp-deved.org/>
- d. Community of Practice/Acceleration Institute application deadline is April 10:  
<http://cap.3csn.org/2015/02/11/apply-to-the-cap-community-of-practice/>

3. Future agenda items

- a. CTE involvement
- b. Ideas for Fall 2015 Flex Day Speaker
- c. Ideas regarding Technology and BSI

4. Next Meeting: originally scheduled for during Spring Break, but the committee agreed to move the meeting back to Mon., March 30, the following week.