CSM BASIC SKILLS INITIATIVE COMMITTEE   November 24, 2014 3:15-4:45 pm 18-206

Meeting Notes-Approved

Members Present:

Kristi Ridgway, faculty chair	Ryan Wall	Krystal Romero
Linton Bowie (Lin)	Henry Villareal	Jon Kitamura
Jennifer Taylor-Mendoza	Juanita Alunan	Winnie Wu (Chiao-Hui Wu)
Ron Andrade	Sylvia Aguirre-Alberto	
Vinh Nguyen	Ruth Turner	

SUMMARY

- **Jennifer provided a budget update**
- **A discussion was held on whether to change the BSI Committee Name and this item was tabled for another meeting.**
- **Kristi presented the first draft of the BSI Institutional Plan.**
- **The meeting time will return to 2:15 to 3:45 PM next semester.**

CALL TO ORDER

Kristi Ridgway called the meeting to order at 3:20 PM, and reviewed the agenda. The agenda was approved with comments from the committee. The minutes from the last meeting were reviewed. A correction of names needed to be made on the minutes. The minutes were approved.

1.   **BUDGET UPDATE (Jennifer and Kristi)**

Jennifer provided an update on the budget. There is nothing new this month. Jennifer confirmed the following allocations as discussed last meeting:

- $2,500 to EOPS (bus trip)
- $2,500 to EOPS for RFP on new initiatives
- $4,000 from Year 2013-2014 to discuss from LC supplies
- Left over from Year 2012-2013 for a speaker to discuss for July 2015
- Theresa will develop a flex day activity before Fall 2015, and will talk to Kristi and DIAG.

Krystal proposed looking at what funds could be moved to conserve leftover funds from previous budget years. Henry stated that these funds can be moved.

2.   **COMMITTEE NAME CHANGE (Kristi)**

Kristi opened a discussion of a name change for the BSI Committee. One idea is to have a name that resonates more with the campus community for communication and marketing. The other idea is to keep the same name because of its familiarity. Canada and Skyline have changed their committee's names.

Theresa was the only member who e-mailed a comment prior to the meeting: ABS "Work your Core" <u>A</u>chievement and <u>B</u>asic <u>S</u>kills, or <u>A</u>chievement, <u>B</u>ridges, <u>S</u>uccess. These are action words prompting support improving we can also fit other words to the acronym. Theresa pointed out this kind of name was useful for brainstorming a new name for Habits of Mind (now called MINDSET 4.0).

The following keywords were listed on the board during brainstorming:

Foundation	Improvement
Bridges	Promoting
Achievement	Support
Success	Excellence
Equity	

Krystal wanted more thought put into this decision. She did not want to change the name for the sake of changing it, and BSI is very familiar to the community. She pointed out that there are many new names coming in with the Student Equity, and SSSP plans and process and another new name could just bring more confusion. Kristi pointed out that if the committee agrees to a new name, it makes the most sense to include it in the BSI Institutional Plan, which is being drafted currently.

Jennifer has asked the question before: What is BSI? She has asked for a student perspective. We should solicit student input, and asked the student representatives for their perspective. Since we are moving to institutional program with an Institutional plan this input was important to help clearly and meaningfully identify our group, the work we do, and the students it represents. Ryan said labels like Basic Skills do have an impact on the students. Winnie stated that many students do not know about Basic Skills. They echoed the same question, what is Basic Skills? Ryan did not want the name, current or new one, to create strife or labeling of the student population. He stated that stratification goes on in the student body already. Henry suggested we should hold off on a name change and that Ryan has a good point about labeling. Krystal suggested we review the definition of Basic Skills more in-depth to truly understand what our mission is, not just state-wide but here at CSM, and in doing this, we might discover a better, more fitting name. Henry said this provides us an opportunity to educate the campus about Basic Skills. Kristi proposed that we continue the discussion but not rush it. Kristi will add the potential names on the board to a "suggestion box" so that we can keep a list of running ideas.

3.   Draft BSI Institutional Plan (Kristi)

Kristi has a draft plan under development and presented portions of text for the Committee to review.

BSI Membership. She wants to make sure we have correctly stated the types of representatives, but with titles, not names. One administrator, one classified, three faculty is the minimum required for shared governance. The Committee discussed changing the term to just Administrators. The membership is supposed to represent shared governance. The Director of Student support goes with Administrator. Add multicultural category or list the Multicultural Center. Student Learning Center Manager and supervisory staff. List the Associated Student Government representative. Kristi edited on the screen based on the Committee's comments.

Jennifer made the comment that now that we are an institutional committee we should have representatives from each Division. Kristi was asked to call out to Deans and solicit additional Division participation. IPC will often determine if additional representation is required or necessary. The Dean of Academic Support and Learning Technologies is in an ex officio role. There are three institutional committees now: DIAG, DEETC, and BSI.

The next part of the plan is a section stating goals. These goals need to be aligned with the Institutional Planning Goals/other CSM or district planning documents. Kristi has organized them according to the CSM's Institutional Priorities:

Goal A: GOAL A: IMPROVE STUDENT SUCCESS/PROMOTE ACADEMIC EXCELLENCE

BSI will explore, appropriate and/or develop innovative approaches to learning based on best practices and current trends in developmental education. To this end, the BSI Committee will:

> a. Explore, assess, communicate, and modify instruction and student support delivery modes to align with student need.

> b. Research and explore promising practices in the developmental education field.

> c. Support emerging, relevant programs.

> d. Provide support for promising relevant programs so that they are sustainable and able to be scaled up if applicable.

Kristi said not to pay attention right now to the numbering system/format at this point as she needs to clarify the style in which the report needs to be written. She is interested in content-related feedback.

Goal B: GOAL B: SUPPORT PROFESSIONAL DEVELOPMENT

BSI will promote and support organized professional enrichment opportunities for faculty and staff working with Basic Skills Basic Skills students as well as transfer-level faculty who serve large numbers of academically underprepared students while receiving strong institutional support. To this end, the BSI Committee will:

> a. Foster faculty and staff collaboration focused on student success.

> b. Promote organized professional enrichment/development opportunities for faculty, in collaboration with CSM's Academic Senate Governing Council, DIAG, and the professional development coordinator.

> c. Increase by 40% the number of on-campus professional enrichment opportunities over 5 years.

d.   Increase overall faculty participation in campus initiatives to promote student success by 30% over 5 years.

e.   Continue to participate in 3CSN success initiatives, such as Reading Apprenticeship, Habits of the Mind (Mindset 4.0), and other that show promise.

f.   Measure satisfaction rating of professional development events to use for subsequent year's event planning.

g.   Foster collaboration between the professional development coordinator and BSI coordinator.

h.   Ensure that staff development opportunities are flexible, varied, and responsive to developmental needs to faculty, diverse student populations, and coordinated programs and services.

This goal supports professional development. DIAG needs to be added. Change faculty to faculty and staff. Change academically underprepared. The Committee discussed how underprepared should be treated and discussed adding "academically." The Committee asked Kristi to look at the numbers (the targets) to make sure they are appropriate.

Goal C:

GOAL C: DEVELOP RELEVANT RESPONSIVE, HIGH-QUALITY PROGRAMS AND SERVICES

1. Basic Skills courses are coordinated, culturally responsive, effective and responsive to the needs of diverse student populations, programs/services, and faculty members. To this end, the BSI Committee will:

a.   Monitor Basic Skills courses to ensure satisfactory rates of success, completion and satisfaction.

b.   Identify and address overlaps and gaps in Basic Skills courses.

c.   Improve progression from Basic Skills through degree and transfer level courses.

d.   Analyze and subsequently improve instruction in Basic Skills based on the results of multiple assessment measures, including SLOs.

e.   Infuse cultural competency into Basic Skills curricular offerings.

f.   Apply sound principles of learning theory in the design and delivery of courses in the developmental program.

g.   Employ curricula and practices that have been proven to be effective within specific disciplines into Basic Skills courses.

h.   Address holistic student growth in the developmental education program; pay attention to the social and emotional development of the students as well as their cognitive growth.

i.   Apply culturally responsive teaching theory and practices to all aspects of developmental instructional programs and services.

j.   Align program entry/exit skills among levels and link course content to college level performance requirements.

k.   Support the sharing of instructional strategies among developmental education faculty on a regular and routine basis.

l.   Integrate BSI services with students support services to provide the best outcomes for students.

m.   Provide substantial, accessible, and integrated counseling support with course/programs.

2. BSI will actively seek opportunities to partner with groups on and off campus to help fill in any gaps in instruction and/or student services to Basic Skills/academically underprepared students and to be more efficient in our use of resources. To this end, the BSI Committee will:

a.   Establish and maintain formal relationships with community partners, such as the SM Adult School and local high schools (FYE), to develop uninterrupted educational pathways that lead from feeder schools to matriculation at CSM.

b.   Participate actively in bridge programs (ACCEL, FYE) to ensure academically underprepared students entering CSM have support from faculty and staff skilled in working with Basic Skills students.

c.   Pursue grant opportunities to further the BSI mission.

The Committee made the change to develop quality programs and services (multiple places.) The Committee made this change: diverse student populations, programs/services, and faculty members. The intent of this goal addresses pedagogy, and other types of types of teaching development programs.

Goal D:

GOAL D: ENHANCE INSTITUTIONAL DIALOG

1. BSI will ensure comprehensive administrative oversight and policies for Basic Skills allowing students to accomplish their varied educational goals in a reasonable and predictable timeframe. To this end, the BSI Committee will:

a.   Analyze the Basic Skills completion timeframe for student groups (ESL, Developmental, etc.) looking for areas where improvement can take place.

b.   Review and/or initiate institutional policies that support/facilitate students' completion of developmental coursework as early and quickly as possible in the education sequence.

c.   Support, promote, and develop relevant programs aimed at Basic Skills and other academically underprepared students.

d.   Accelerate the curriculum.

2. BSI will provide comprehensive information to the college community about the range of programs and services available to Basic Skills students, staff and faculty. To this end, the BSI Committee will:

a.   Inform faculty and staff of the range of programs and services available to basic skill students and faculty, including maintaining an updated Website.

b.   Potentially rebrand the Basic Skills Initiative Committee for better visibility and marketing purposes.

c.   Closely monitor student performance using Early Alert and other interventions. *Where does this fit??*

This goal is about institutional dialog, which includes working with the Adult School, working with the first year experience program, and others. The Committee requested that all references to underprepared students be changed to academically underprepared students.

Kristi will cut and paste links to institutional planning documents, including the Institutional Priorities, into the review document when she sends this out for review. Jon had question about Early Alert-and where that should fit.

Kristi closed by stating that she wants to move this to IPC early next semester, preferably January, and needs committee members to e-mail her comments before then if they see the need for additional revisions/edits.

4.   RFP: Update (Kristi)

RFP was sent out on e-mail to the campus community, and it is now posted on the web site (click under proposals, and look for Directions and Project Application Form). A web-based form will be developed soon so that applicants can just submit information online without dealing with paper copies.

ANNOUNCEMENTS

Kristi proposed returning to the earlier meeting time in Spring 2015 now that she no longer has a conflict in her schedule. The meeting will return to 2:15 to 3:45pm, every fourth Monday. There will be a January meeting. The meeting room will be announced, and most likely scheduled for Room 206, the CAE classroom across from the Conference Room (which is already booked at this time for an Honors Seminar – please avoid disturbing the instructor and students there, as they have the Conference Room booked already).