

Meeting Notes-Final

Members Present:

Kristi Ridgway, faculty chair

Jamie Marron

Ruth Turner

Linton Bowie (Lin)

Henry Villareal

Krystal Romero

Ron Andrade

Juanita Alunan

Autumn Newman

Vinh Nguyen

Sylvia Aguirre-Alberto

SUMMARY

- The BSI Draft Institutional Plan is going to IPC soon.
- Acceleration Models were discussed.
- The RFP will go out as an e-form soon.

CALL TO ORDER

Kristi Ridgway called the meeting to order at 3:15 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 correction of names needed to be made on the minutes. The minutes were approved.

1. DRAFT INSTITUTIONAL PLAN (Kristi)

The Draft Institutional Plan (IP) was completed and reviewed by the committee. The draft is making its way through the approval process. Kristi will let us know the progress of the IP Plan.

2. BRAINSTORMING SESSION ON ACCELERATION (Kristi)

BSI needs to talk about the idea of Acceleration, which is receiving lots of discussion these days. There is a conference sponsored by 3csn on Acceleration: "Increasing Student Completion Through Accelerated English and Math." (A yellow flyer was passed out to the meeting attendees). This is the first Acceleration brainstorming effort of the committee.

There are several Course Acceleration Models:

1. Course Restructuring-This is a re-organization of courses in a system. For example the set of courses required is restructured to fit the timeframe for completion
2. Compressed Courses-taking a course and another course in a sequence, then compressing them into one semester with additional support services if necessary. The student works with the same teacher, with more time spent in the classroom. This has been tried at CSM (according to Ruth).
3. Paired Courses-This is a very common acceleration practice. This model is not on the agenda today; this is very familiar at CSM.

4. Curriculum Redesign-This model re-designs courses around pathways for particular degrees.
5. Mainstreaming-This model does not work with changes in curriculum but provides supplemental support to students by various means.
6. Basic Skills Integration-content based. The idea of this model is to take a degree pathway and provide a support structure and courses that addresses/accelerates that pathway. For example, a CTE pathway needs math, so the program provides the specific courses in math for that degree pathway.

Kristi provided several links in an email that went out to the committee that presented how some of these models have been implemented within the state of California. The email included these links:

Canyons PAL page

<http://www.canyons.edu/Offices/DistanceLearning/PAL/Pages/default.aspx>

Santa Barbara Express to Success

<http://www.sbcc.edu/esp/English%20Learning%20Communities.php>

El Camino Advancement Academy

<http://www.elcamino.edu/academics/indtech/career-advancement-academy/index.asp>

Skyline Advancement Academy

<http://skylinecollege.edu/caa/aboutcaa.php>

Two breakout groups discussed two possible models that have been implemented at other campuses.

The breakout groups were asked to address the following questions when they reported out:

- What did you observe about the models?
- What did you like?
- What concerns/questions do you have?
- Who at CSM would we need to talk to?

BREAKOUT GROUP 1: MODEL DISCUSSED: COMPRESSED COURSES

Websites used: PAL and Express to Success

Report Out from Group 1:

Observations/Likes/Concerns: Compressed courses key assumption is where you do not lose any total units compared to uncompressed courses. For English (828-838), members of the group thought it would be very doable using this approach. Students often quit college because they get discouraged and compressed courses would discourage students from trying to enroll in courses they are not ready for yet. They would enroll in this compressed program first and achieve better success. This model might be more cost effective. This model would also be suitable for international students. A concern: this model might be too intense for some students and they might burn out. The group noticed that one cohort that did well was returning adult students. Here, we would need to find the right fit for cohorts of

students. For example, the English Department had stopped offering 828 in the summer because of the fit issue. Compressed courses would have to have the same instructor and this would be an advantage for the students. English 828 and 838 tend to be intense courses. This may be a key factor in the drop rate. Any program would have to work with counselors to manage expectations of students. The cohort model also helps because the students support each other.

Questions: An idea was suggested that we ask for a representative from the program to come here and speak. Students often need intense reading help. [English 828 and 838 gets the students ready for Eng 100]. It would be ideal to use the same teacher for 828 and 838 if we could. The teacher for 838 does not know where the students are at sometimes and has to start back with the concepts in 828. Most students test into 827 level ESL course.

Who we talk to: Start with disciplines first. Start with faculty to get their ideas. Jamie Marron suggested we get Katie Hearne to speak to the committee.

Other comments/discussion: A suggestion was made to have a broader Acceleration conversation. The conversation should include Theresa Martin, and specific disciplines in order to expand this discussion. There was wide consensus on this as a next step. Kristi proposed thinking carefully about this meeting and the planning, so it is highly productive. The group discussed working with Theresa and CAE. There are no more flex days in Spring semester, so the meeting might have to wait for the next flex days. Another idea was to develop a Stipend Study Session. BSI committee could use some of their funding for this. We would need to get the Division Deans involved.

BREAKOUT GROUP 2: MODEL DISCUSSED: BASIC SKILLS INTEGRATION

Report Out from Group 2:

Websites used: Career Advancement Academy and Skyline Advancement Academy

Observations/Likes/Concerns: The model program has conversation, reading, writing (ESL). Both models integrate English and math into the GTE programs. The programs include partnerships with a number of groups on campus. The model is similar to the Career Ladders project here. Jamie spoke about the electronics course where students who complete it get hired 100 percent. Math is integrated, but students drop because they don't know the English. Allied Health is called contextualized English and Math. The problems and assignments come from the field. A concern is that this type of mode would require creating a whole new curriculum. Steve Gonzales might be a good contact faculty member.

Who we talk to: A suggestion was made to talk to faculty about 811 and 110 and ask about where and how they lose students.

3. RFP UPDATE (Kristi)

RFP is computerized and is now online. It is an e-form and you can fill it out without printing. Kristi will send out the link to the committee. Kristi stated she will put on the next agenda: a discussion about stipends and reassign time for faculty to work on acceleration. We will also try to get statistics on some of these models to evaluate how they might work here.

ANNOUNCEMENTS

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

1. Acceleration Workshop: Fri., Feb. 20 in Sacramento (Registration is free!)
2. Future agenda items
 - a. Project Update
 - b. Ideas for Fall 2015 Flex Day Speaker
 - c. Acceleration projects and programs
 - d. Ideas regarding Technology and BSI
3. Next Meeting: Mon., Feb. 23, 2015, 2:15-3:45