

October 2009 E-mail

Hi all,

I realize this is last minute, but please look over the proposals and links below. I have attached the email as a pdf document in case the figures don't show through. Our number one priority at this point is to pick which classes will be linked as a part of the Fall 2010 pilot. The proposals are just to get the discussion going.

See you Monday at 2pm in 5131 !

-Michael Hoffman

Last week, the group finished off the Mission Statement and began the discussion about how to best implement the program. The basic conclusions from the last discussion I summarize as follows:

- 1- There must be a counseling class associated with this learning community in so that involving a counselor can generate FTEs.
- 2- Many expressed the desire not to link the lowest math and English as this tends to make students feel "remedial", overburdened or as if they're back in high school. ASTEP has seen success in getting Math out of the way early.
- 3- Everyone was interested in a peer mentoring aspect. I think this could be incorporated via the peer SI model.
- 4- People were interested in the Community involvement piece (see draft proposal)
- 5- We would be filling a need on the campus by focusing at the Eng 826/836 and the Math 811/110 levels.

#### SOME QUESTIONS

Having looked at several different programs with similar aims I believe I have narrowed down the decision process to a few fundamental questions:

*First Question:* Should this be a part-time package of linked classes, or a complete full-time set of units?

The answer to this question determines a lot:

- If the answer is part-time, we are looking at no more than one 4-5 unit class linked with a 3-unit counseling class or possibly two 3-unit classes linked with a 1-unit counseling class.
- If the answer is full – time, the question becomes more complicated if we don't want to link Math and English.

*Second:* If we are not linking Math and English, what else can students take to have a full load? What kinds of classes can students take if they are at the Eng826/Math 811 level? Some ideas include: Library science research class; Cooperative education; PE; Speech etc. There are also some great CRER classes in the catalogue.

*Third:* If we want to have the counseling component fulfilled by Coun 100, is the On Course book too advanced for Eng 826 students? If it is, would it be possible to submit curriculum for a Coun 650 course to fulfill the "college success" role at a lower English level?

*Fourth:* How can the community involvement or theme piece be incorporated? Having a sense of direction for the students in terms of career or educational goals will help with motivation and the grounding of any integrative projects.

*Some ideas:*

- Cabrillo’s Digital Bridge as well as BCC’s PERSIST program have students do projects about the surrounding community and present them to the community at a final event. This is a “social justice” emphasis and could be linked with an examination of the different careers that exist in the area.
- Focus on a specific trade or career such as Health or Criminal Justice or “Green Jobs”.
- Focus on career and academic exploration in general. This could look like having students study different industries and the types of employment.

PROPOSALS to start the discussion:

FULL-TIME

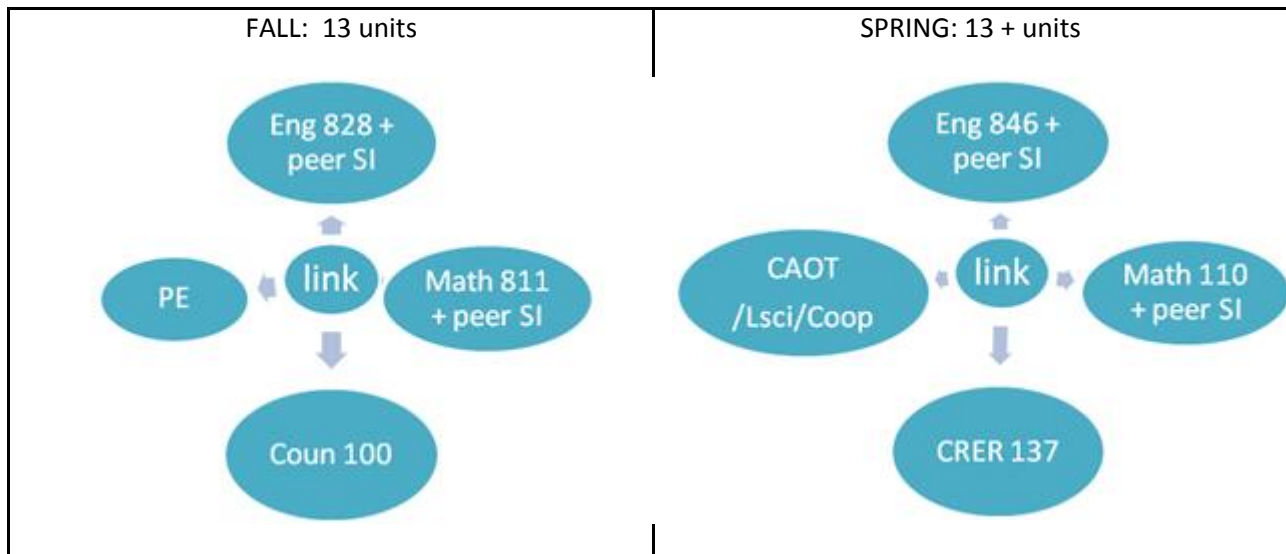
- 1- An undoubtedly controversial full-time package which I think is worth exploring. This is along the lines of Pasadena, Cerritos and to some degree De Anza. The goal is to get students to college-level work within two semesters.

Some related Learning Communities which involve the lowest Math and English together:

Pasadena - <http://www.pasadena.edu/externalrelations/TLC/pdf/newsletters/TLCNews07.pdf> (Please read the first little blurb about the XI program and the argument for intensity in the first year)

Cerritos - <http://www.cerritos.edu/lcp/Fall2009sched.html> (scroll down to the First Year Experience House A1)

De Anza- <http://www.deanza.edu/linc/classes.html> (see the: *Reading Math, Solving Writing: Mind, Miracles and Mysteries*)



Benefits:

- Accelerates low-level students toward their choice of transferable classes

- Can be sold as a complete 1<sup>st</sup> - year package of classes.
- Allows for the integration of the Math and English curriculum.
- Community Involvement projects can serve as means to integrate Math and English skills.
- The On-Course curriculum can be reinforced in all three classes through the SI sessions and lessons in reading that utilize the On Course text book.
- Students get transferable units via Coun 100 in the first semester.

Comment: I know folks will disagree with this, but the thing that makes this type of thing work at other schools is an integration of the curriculum and a focused theme. It is actually less burdensome if the students are working on the same projects in these two classes. Also, focusing the LC on putting people on a career path may increase the sense of purpose and usefulness on the part of the students.

Detractions:

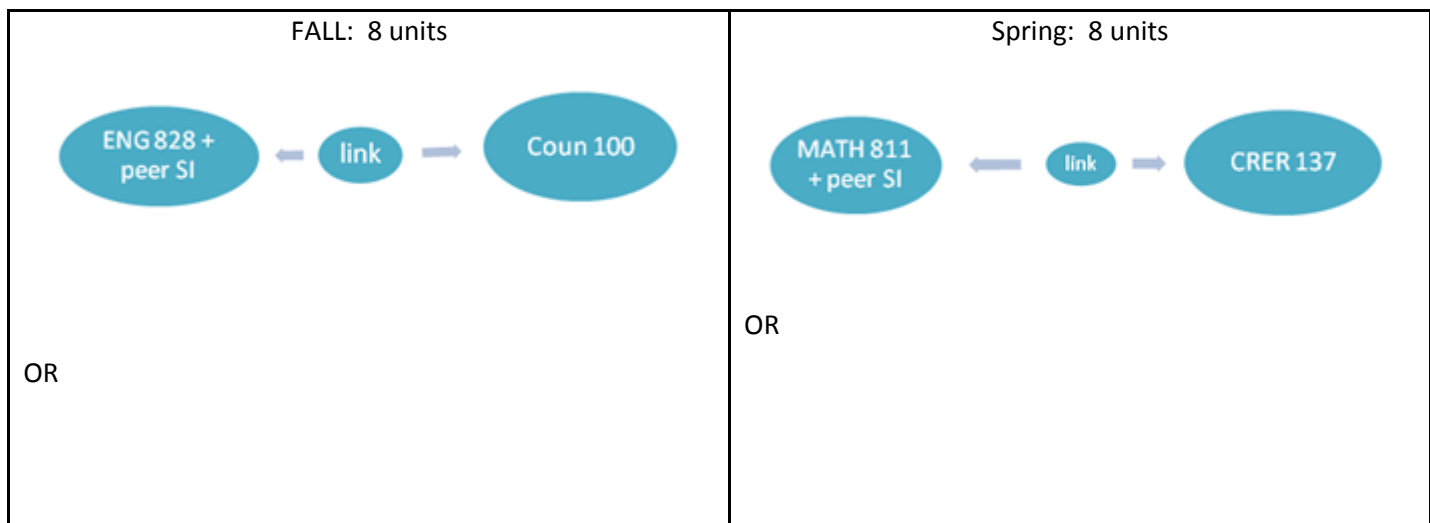
- All the reasons stated earlier for not linking the lowest Math and English: Makes students feel bogged down, back in high school etc.
- No “fun” classes.
- Specificity of placement may make it difficult to recruit. (Still waiting on exact #'s)
- Cohort limited in size by the English class (25) i.e. we won't be able to fill this Math class (40) without setting up an uneven dynamic where only some students are part of the LC.
- Coun 100 and the On Course text may be too difficult for Eng 826 students.

2- PART-TIME: This is similar to Canada's FYE and follows a similar pattern to proposals based on placement data .

Canada : <http://www.canadacollege.edu/fye/communities.html>

ACS proposals:

[http://www.skylinecollege.edu/facstaff/office\\_instruction/college\\_success\\_initiative/acsllearncomm.html](http://www.skylinecollege.edu/facstaff/office_instruction/college_success_initiative/acsllearncomm.html)





Benefits:

- Accommodates part-time students and allows for flexibility
- Easier to fill classes.
- Integration of curriculum is less complicated.

Detractions:

- Less intense intervention.
- Slower route to transferable work
- Lighter curriculum integration
- Lighter professional development and collaboration: Pilot would utilize only one instructor and one counselor. If we start with two cohorts, we'll need two counseling classes which may be hard to get given our situation