

SPRING 2008

**COORDINATION AND CURRICULUM:**

BSI Coordinator Tasks:

Manage BSI publicity/information distribution, create/institutionalize BSI budget

BSI Team Tasks:

Improve/expand basic skills curriculum and articulation between courses, create First Year Experience/ BSI learning community

Action Plans to Implement (not ranked)	Participants	Meeting Dates Scheduled	Activities of action plan submitted and posted	End of Spring 08 report submitted and posted
<u>BSI REC's:</u> 17, 18, 19, 20, 21, 28, 30 <u>FYE REC's:</u> II.B	<u>Leads:</u> Jacquie Escobar, Rick Hough:  <u>Team:</u> Kate Browne, Liza Erpelo, Leigh Anne Sippel, Rosie Bell, Nohel Corral, Mike Moynihan, Karen Wong, Christine Roumbanis, Vanson Nguyen, Joe Morello, Rachel Bell	Thurs, Feb 21st 3-5pm in 1319  Thurs, March 27th 3-5pm in 1319  Mon, April 21st 1:30-3:30pm in 5131  Tues, May 20th 3-5pm in 5131	See <a href="#">below</a> for the activities.	

Activities:

Meeting Notes: from Thurs, Feb 21st 3-5pm in 1319

Create First Experience course, submit to curriculum committee, and design 18-week all-inclusive curriculum for First Year Experience (Originally decided to follow this course of action, but changed plan after consulting with counseling. See next meeting notes for revision of plan):

Chapter template for 18-week course

<u>Week 1:</u> Overview of course and introduction to and history of campus. Design team: Rick, Karen, Nohel, Joe	<u>Week 7:</u> Study Skills: note-taking, assessing learning styles Design team: Vanson, Mike, Rosie, Kate	<u>Week 13:</u> Research and Citation Design team: Karen, Christine
<u>Week 2:</u> Orientation Design team: <u>New Students Group</u>	<u>Week 8:</u> Study Skills: test taking, oral presentations, showing mastery of content Design team: Vanson, Mike, Rosie, Kate	<u>Week 14:</u> Math: study skills Design team: Rick, Vanson
<u>Week 3:</u> Orientation Design team: <u>New Students Group</u>	<u>Week 9:</u> Reading Strategies Design team: Rachel, Liza	<u>Week 15:</u> Math: problem solving, cooperative learning Design team: Rick, Vanson
<u>Week 4:</u> Orientation Design team: <u>New Students Group</u>	<u>Week 10:</u> Writing Strategies Design team: Rachel, Liza	<u>Week 16:</u> Interpersonal Communication: self-advocacy, inter-cultural communication, diversity Design team: Leigh Anne, Christine
<u>Week 5:</u> Being a Student: classroom etiquette, self-management, instructor expectations, student preparedness, active learning Design team: Nohel, Jacquie, Liza, Kate, Joe	<u>Week 11:</u> Writing Across the Disciplines Design team: Rachel, Christine, Mike	<u>Week 17:</u>
<u>Week 6:</u> Study Skills: time management, goal setting, classroom expectations	<u>Week 12:</u> Student Wellness: maintaining well-being, relieving stress, nutrition, balancing time demands	<u>Week 18:</u> Final Exams

Design team: Vanson, Mike, Rosie, Kate	Design team: Rick, Nohel, Jacquie, Joe	
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Other suggestions for BSI Curriculum to work on:

1) Teach study skills such as note taking, active reading, and managing time, but contextualize them in GE courses (such as Math, Business, History, Sociology, ECE). We could develop materials for instructors to employ in their GE courses, as was done by Cal State LA about eight years ago through a FIPSE grant. They worked from the assumption that all of their students are "language minority" students, and as such, teachers across the disciplines were asked to devise teaching strategies to accommodate these students without lowering standards. For more information, see

[http://www.eric.ed.gov/ERICWebPortal/custom/portlets/recordDetails/detailmini.jsp?\\_nfpb=true&\\_ERICExtSearch\\_SearchValue\\_0=ED418598&ERICExtSearch\\_SearchType\\_0=no&accno=ED418598](http://www.eric.ed.gov/ERICWebPortal/custom/portlets/recordDetails/detailmini.jsp?_nfpb=true&_ERICExtSearch_SearchValue_0=ED418598&ERICExtSearch_SearchType_0=no&accno=ED418598). I also have print materials from when their grant coordinator gave a Title III workshop years ago.

2) Explore strategies for students to develop their metacognitive strategies, the means to reflect on and evaluate the quality of their learning, including whether or not they actually *are* learning.

3) Employ and integrate more formative means of assessment. Many of us "scaffold" our assignments, helping our students to complete major assignments by breaking them down into manageable steps, ideally with feedback for each of these steps. This feedback enables students to revise their plan if they're off-base, and it helps us teachers to know whether we need to revisit a concept or skill if many of our students don't seem to understand. Some formative means of assessment are CATS (classroom assessment techniques a la Angelo and Cross), and "clicker" technology. I'm sure there are more out there, which our group could brainstorm. Formative means of assessment not only will improve our instruction, but also we can engage meaningfully in the student learning outcomes assessment cycle.

Nohel Corral provided the group with information on the [FYE program at Cerritos](#)

The article from the [Chronicle of Higher Education on outreach](#) was also distributed to the group

A link from Connie Beringer on [DeAnza's College Student Success and Retention Center](#)

Decided to form 3 smaller groups to do the foundational work for the following tasks:

Group A: *Karen Wong, Liza Erpelo, Vanson Nguyen, Lucia Lachmayr, Christine Roumbanis. Consultant: Jacquie Escobar*

Design materials we can give to all instructors offering assistance in incorporating effective basic skills-related instruction in their courses. Also design professional development/training component.

Meetings:

Meeting One—Friday, April 4th 3-5:30pm at Chevy's on Hickey: [Meeting notes from 4/4](#)

Meeting Two—Thursday, April 17th, 4-6pm in the room 5113--next to Lucia's office in the Learning Center (at this meeting we'll look at the draft of materials that each of us will generate between the two meetings)

April 21st meeting: Gave to the group a rough version of the "Strategies to Be a Successful Student" to be used in Achieving College Success (ACS) Learning Community. Handbook will also be distributed to all faculty on campus as support materials for their classes and faculty development workshops will be developed around use and incorporation of the handbook.

For May 20th meeting: Group A will add a "Writing Strategies" and "Student Wellness" chapter to the handbook, revise/complete the existing materials, and create a complete electronic version to be submitted to the bookstore for copying and distribution.

For Fall 2008: Will complete "Student Success Handbook" by June 30, 2008. Submit all revised materials to Liza Erpelo. Then when the handbook is complete, copies will be made in spiral bound readers to be distributed to all faculty on Fall 08 Opening day. Also, the handbook will be made available electronically on the BSI website with password protection so only Skyline staff can download it. The Faculty/Staff coordinator will design faculty development activities that involve discussing, using and revising the "Student Success Handbook."

Group B: *Jacquie Escobar, Kate Browne, Leigh Anne Sippel*

Research feasibility of making Counseling 100 mandatory with a possible equivalency and pre-requisites. Would also need to design and put in place *On Course* training for the counselors. Also, discuss with counseling the possibility of creating a non-mandatory follow-up course to Counseling 100.

Consult with: division deans, Lori Adrian, Regina Stanback-Stroud, curriculum committee members

Related questions/answers from BSI Steering Committee:

i Can we make a course mandatory? We can make a course mandatory for a degree or program but it's not clear if we can make a course mandatory for attendance (mandatory to register).

- i There is no educational code that says we can require a student to take a particular course by a particular time.
- i Can create a structure that channels all students towards the course you want them to take by including the course in the student's SEP, linking it with required courses, making the course a requirement for a degree/certificate.

Page 132 of the Fall 08 catalog and under "AREA E: Lifelong Understanding & Self Development," Counseling 100 is one of 23 options to satisfy a 2-unit requirement in section E1.

Meeting notes:

Step 1: Create an aggressive marketing campaign for COUN 100

- On campus: target select classes of students (high #s of HS students, returning students, etc.)
- Incoming HS students: get stats on how successful students are after taking COUN 100
- ESOL students (start at ESOL 400): highlight the reading and writing practice COUN 100 offers as a good prep before ENGL 100
- Pluses for COUN 100: it's transferable, it meets area E1 for CSU and area A5 for the AA/AS degree

Step 2: Gather data

- How much more successful were HS students who took COUN 100 than those who didn't?
- Look at success, retention, etc.
- If data available on returning (older, re-entry) students, look at success rates there as well

Step 3: Discuss making COUN 100 a requirement for the AA/AS degree and AA/AS certificate

- Ss would be strongly encouraged to take it in their first year
- ESOL sections and possible learning communities could be investigated

April 21st meeting: Reported on the above 3 steps to the group

For May 20th meeting: Group B will outline specific approaches to getting the word out about the ACS learning communities (i.e. letters of invite into ACS learning community sent to students, working with Shelly Hausman on advertising and logo, etc.). They will look into how to begin the processes of the three steps this group described above. Created [proposal for marketing Counseling 100](#).

Group C: *Rick Hough, Rachel Bell, Rosie Bell, Nohel Corral, Mike Moynihan, Joe Morello*

Research and propose viable models of a First Year Experience program at Skyline, but come up with a more suitable, cool name. Look into issues of: linking courses to Counseling 100, scheduling, release for instructors in linked courses and/or basic skills learning communities, deciding on program components, incorporating BSI mission/vision, analyzing programmatic issues.

Meetings:

Tues, April 8th 3-5pm in faculty lounge in building 6

Mon, April 14th 3-5pm in faculty lounge in building 6

Models of FYE Programs at other colleges to review:

Glendale CC in Maricopa in Ariz. Website address: <http://www.gccaz.edu/fye/>

LaGuardia CC in queens, NY – their website is

<http://www.firstyear.org/institution/cc/laGuardia.html>

Kingsborough CC in New York. School homepage: <http://www.kbcc.cuny.edu/>

Sketch of [possible FYE program](#) (from Rosie)

Meeting notes on Tues, April 8th: Created proposal for a First Year Experience program at Skyline called ACS.

Meeting notes on Mon, April 14th: Added SLOs and Institutional Objectives for [Achieving College Success \(ACS\) Learning Community](#) and fleshed out the campus and community component aspect of the program.

Also, the group requested that we ask the president if we can present an all-school BSI update to include all faculty and staff. On 4/14/08, this email was sent: [Request for opening day BSI update](#)

Consult with: division deans, Lori Adrian, Regina Stanback-Stroud, Cathy Hasson, Don Biederman

April 21st meeting: Presented idea for Skyline's First Year Experience program titled: [Achieving College Success \(ACS\) Learning Community](#).

For May 20th meeting: Group C will create an outline for possible assessment components for the ACS program and add in websites and organizations with contact information for the Campus Community Involvement component of the ACS learning community.

Organization contact sheet created: [Sustainable San Mateo Organizations Guide](#) to be used as resource for CCIPod (Campus-Community Involvement component). Also, each English course will also distribute the free report titled "Indicators for a Sustainable San Mateo County" which can be requested from: <http://www.sustainablesanmateo.org/>

[advocate@sustainablesanmateo.org](mailto:advocate@sustainablesanmateo.org)

650-638-2323

Suggested next steps:

- \* Post sample CCIpod assignments
- \* Connect ACS to a 0.5 unit Service Learning course that involves hands on helping in the community and reflection on that involvement
- \* Design curriculum for ACS



## FIRST YEAR EXPERIENCE (FYE)

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### Cerritos College in Review

#### LEARNING COMMUNITIES PROGRAM OBJECTIVES

1. Strengthening the Learning Communities Program quality
  - a. Ensure that LC theory is being implemented in all LC classes
    1. careful assessment
    2. mandatory faculty training
    3. new faculty recruitment
    4. faculty accountability
  - b. Establishing a focused marketing and recruiting campaign
2. Streamlining the LC leadership
  - a. Creating a horizontal organizational structure
  - b. Faculty-developed job descriptions
  - c. Oversight by Dean and Vice President
3. Aligning other programs on campus
  - a. Workshops on learning communities theory
  - b. Participate in campus-wide activities

- c. Coordinate with outcomes-based model for WASC accreditation
4. Expanding the program
- a. Maintain national prominence
  - b. Streamline the program so there is more continuity and consistency with our transfer level course offerings
  - c. Expanding and strengthening our basic skills offerings so that they are linked with other appropriate basic skills
  - d. Create more high school partnerships, so they might serve as LC feeder schools.

#### LEARNING COMMUNITIES CLASSES

Learning communities involve the intentional creation of class pairs or clusters around a common theme or concept. Typically, the same group of students is co-enrolled in two or more courses, usually from different disciplines—for instance, history and art, English and career guidance, political science and philosophy. Students enroll in both courses but receive a separate grade for each one.

Course instructors integrate their syllabi, encouraging students to gain a deeper understanding of each course, even as they discover connections between the two. Classroom activities, tests, assignments, field trips, research projects, and educational technology are used to engage students in their own learning, as well as provide them with valuable "real-world" skills.

Perhaps more importantly, the learning community model promotes student-centered learning, with an emphasis on an enriched classroom environment. It promotes greater intellectual growth and genuine mastery of course content through

collaborative activities, frequent feedback, and increased student-teacher and student-student interactions. Traditional lecturing is minimized; active learning and thoughtful integration of content are maximized.

Research indicates learning communities promote student achievement, retention, and progress toward degree completion. Faculty benefit from professional development and training, fresh approaches to teaching, and collaboration with colleagues. Finally, the college profits from institutional research and development that is intimately tied to teaching/learning outcomes.

### FYE MARKETING LETTER

We have a new program that gives you a great start in college!

A guaranteed set of classes that are "packaged" together for you. They are arranged in groups that we call "Houses" for students entering the college at three different skill levels: House A, B, and C.

Your first semester schedule of classes is designed for you—no registration problems or disappointments! Counselors help you every step of the way.

The opportunity to become part of a special learning community.

You will take classes with the same students all semester long, giving you the chance to form study groups and lasting friendships—a campus "family."

A coordinated set of classes selected to promote your success here.

You will be taking a full program of courses that will introduce you to the challenges of academic life, including English, math, and study skills. Most Houses include career counseling, problem solving, or health classes, too.

The assistance of specially trained instructors who work together to support your learning and the achievement of your educational, career, and life goals.

First-Year Experience faculty team members collaborate in their teaching to provide high-quality instruction to all of their students. They work together to make these classes meaningful, challenging, and relevant to your lives. Two FYE Houses (Project Hope) focus on careers in health occupations, too!

Special programs and events, including field trips to museums, art exhibits, and plays, as well as orientation sessions, Family Night, and End-of-Semester award ceremonies and celebrations.

Our program gets you involved in campus life; we introduce you to campus resources such as math and English tutoring and provide you with social events to keep your spirits up and give you a break from studying.

## FIRST YEAR EXPERIENCE TRACK SAMPLE 1

The First-Year Experience Program (FYE) is a special part of the Learning Community Program. Students are enrolled in a full semester's work at one time. These courses are designed to provide students with a strong start in college.

All First-Year Experience students are required to attend an information session and Spring Kick-off. Students will meet their instructors and classmates. They will also receive important information about their classes, parking, and books.

To qualify for full-time status, FYE students will need to enroll in an additional course(s) to complete the full schedule of 12 units. This requirement may be met by adding mathematics, reading, or another G.E. course(s). Recommendations for courses to take in addition to each House are listed below.

### House A—Basic Skills

41613 TH 101 Piotrowski 3 units MW 8:00 – 9:30 am

42161 CG 1 (1<sup>st</sup> 9 wk) Macias 1 unit MW 11:00 – 12:00 pm Career Guidance

43971 CG 50(2<sup>nd</sup> 9 wks) Macias ½ unit W 11:00 – 12:00 pm Career Guidance

47128 MATH 20 Conley 3 units MW 1:00 – 2:30 pm CB 103 Math

47480 ENGL 20 Crawford 3 units TTH 9:00 – 11:00 am English

Total units: 10.5

Recommend Read 42, 43, or 54 (3 units) in conjunction with this House for a total of 13.5 units.

### House B—G.E.

47698 ENGL 52 Staff 3 units TTH 9:00 – 11:00 am English

49080 CG 200 Hill 3 units MW 11:00 – 12:30 pm Career Guidance

48888 READ 54 McLaughlin 3 units MW 1:00 – 2:30 pm Reading

50471 LIBR 100 Moore 1 unit 2.0 hrs. arranged Library

Total units: 10

Recommend additional mathematics course and an additional course of choice to complete a full-time schedule.

### University Transfer House I

49037 PSYCH 251 Gaffaney 3 units MW 11:00 – 12:30 pm SS 214 Psychology

41037 ENGL 100 Ashe 4 units MW 1:30 – 3:30 pm LA 24 English

Total units: 7

Recommend additional mathematics course to complete a full-time schedule.

### University Transfer House II

41622 TH 151 Breit 3 units MW 8:00 – 9:30 am BC 47

41033 ENGL 100 Staff 4 units MW 11:00 – 1:00 pm LA 28 English

47275 CG 200 Barcelo 3 units TTH 12:30 – 2:00 pm Career Guidance

Total units: 10

Recommend additional mathematics course to complete a full-time schedule.

## **FIRST YEAR EXPERIENCE TRACK SAMPLE 2**

### House A – Basic Skills

(In addition to the courses listed below, students should enroll in one math course, Math 20 or 40.)

0722 ENGL 20 Staff TTH 8:30 – 9:30 am LA 20

0727 ENGL 20 Lab Swanson 1 hr arr LC 206

1573 READ 44 Staff TTH 11:00 - 12:30 pm LC 217

0923 HED 100 Grosfeld MW 9:30 – 11:00 am SS 307

6056 CG 1 (1<sup>st</sup> 9 wks) Macias MW 11:00 - 12:00 pm CB 106

8061 CG 50 (2<sup>nd</sup> 9 wks) Dora Macias M 11:00 - 12:00 pm CB 102

### House B – Intermediate Skills

0740 ENGL 52 Ashe MW 12:30 – 2:00 pm SS 312

0758 ENGL 52 LAB Swanson 1 hr arr LC 206

1075 MATH 60 George MW 4:00 – 6:00 pm CB 103

1344 PE 143 Gleckner TTH 12:30-1:30 pm PE 2a  
0520 CG 200 Young TTH 2:00 – 3:30 pm CB 106

### Project HOPE

(In addition to the courses listed below, students should enroll in one math course)

1548 READ 42 McLaughlin MW 12:30-2:00 pm BE 8

or

1570 READ 43 McLaughlin MW 12:30-2:00 pm BE 8

0742 ENGL 52 Ashe MW 2:00-3:30 pm LA 31

0982 HO 100 Casas F 9:30-12:30 pm HS 302

### Transfer EDGE I: Experience Discovery through General Education

This FYE is a 10-unit learning community cluster composed of transferable GE requirements.

1419 PHIL 100 Torres-Bower MW 11:00-12:30 pm SS 137

0783 ENGL 100 Mixson TTH 9:00 – 11:00 am LA 23

0991 INST 100 Connal TTH 2:00-3:30 pm CB 104

### Transfer EDGE II: Experience Discovery through General Education

This FYE is a 9-unit learning community cluster composed of transferable GE requirements.

0956 HIST 101 Jarrett TTH 12:30 - 2:00 pm PS 8

1659 SPCH 100 Hubbert MW 12:30-2:00 pm SS 211

0992 INST 100 Connal TTH 2:00 – 3:30 pm CB 104

### Introduction to Library Resources for First Year Experience Track

1010 LIBR 100 Gersitz 2 hr arr (Credit/No Credit) LC 60

Take this course with a First Year Experience class to receive specialized assistance for research and group projects.

### BASIC SKILLS TRACK

These courses will help you attain the academic skills necessary to prepare you for advanced courses or to develop your career goals and objectives.

### Project AIM

1106 MATH 80 George TTH 12:30 – 2:30 pm CB 103

0514 CG 1 Roman TH 11:30 – 12:30 pm AD 117

S.T.A.R.S. - Students Taking Action to Reach Success

0519 CG 200 Bello-Gardner TTH 11:00 – 12:30 pm AC 53

0746 ENGL 52 Balmages TTH 9:30 – 11:00 am CE 6

1009 LIBR 100 Gersitz 2 hrs arr (Credit/No Credit) LC 60

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Section: Students

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At Community Colleges, a Call to Meet New Students at the Front Door

By LIBBY SANDER

Community-college students, like students anywhere, begin to form their impressions of an institution the instant they set foot on its campus. And often what they find during those first few weeks can determine whether they come back for more — or turn heel and leave.

The findings from a new study, the Survey of Entering Student Engagement, may offer some clues as to why those who leave do so, and what officials can do to make them stay.

The survey results, which were released this week, show that a large number of students are unaware of their college's core services in the opening weeks of their first semester. And only one in five said they felt welcome at their institutions the first time they came to campus.

Community colleges, the survey concludes, would be wise to reach out to their new students earlier and more aggressively in such areas as orientation, academic advising, and financial aid. The payback? Happier and more productive students and, hopefully, higher retention rates.

"The more investment you make in a student coming in, the more likely the student is going to be successful," says Regina S. Peruggi, president of Kingsborough Community College of the City University of New York, where officials have created learning communities of 25 or so first-year students to usher them through their first semester.

But, she adds, "You can't drop it afterward. If you invest in the first year, you have to continue that onward. You don't get a new student overnight."

The new survey, known as Sense, included 22 institutions and yielded more than 13,200 responses. It was administered during the fourth and fifth weeks of the fall academic term in courses that were most likely to include entering students. (The survey was in the pilot phase this year, and a greater number of institutions will participate in the second Sense survey this fall.)

## The Findings

Community colleges typically lose about half of their students prior to the students' second year, the survey noted. What officials wanted to know was why.

"A lot of people had a well-informed hunch for a long time that community colleges lose a lot of students very early on in their college careers," says Kay McClenney, director of the Sense survey as well as the Community College Survey of Student Engagement.

"The first term of college is enormously important."

Among the key findings:

Only a third of respondents said that in the first few weeks of the term, an adviser helped them set academic goals and devise a plan to achieve them.

Forty-one percent said they never used academic-planning services in the first few weeks.

Less than a third said a financial-aid staff member helped them analyze their needs for financial aid.

Thirty-eight percent said they attended an on-campus orientation before classes began, while 20 percent said they were not aware of an orientation program or course.

The gaps are worrisome, Ms. McClenney says.

"Community colleges serve a much higher population of students who are first-generation students. They are students who do not have personally, or in their family, the experience of going to college, how you find the resources, how you navigate the whole process," she says. "They are more vulnerable."

They may be more vulnerable, but the survey also revealed that they are highly motivated.

Sixty-eight percent of the respondents said they strongly agreed with the statement, "I have the motivation to do what it takes to succeed in college," and in focus groups accompanying the survey, students said they were committed to finishing their education. Dropping out, they said, would come only because of too many demands on time and money.

## Strength in Numbers

In many cases, the key to making new students feel comfortable and welcome means placing them in small groups with their peers.

At Kingsborough, Ms. Peruggi says officials have been increasing the number of learning communities for first-year students for the last five or six years.

Each community links three courses — in English, another content-based subject, and a student-development course — and meets three times a week.

In addition to connecting academics and advising, Ms. Peruggi says, the communities provide students with a group of classmates and three professionals to serve as friendly faces on campus. A recent study by national researchers found that Kingsborough's learning communities did result in greater academic success for students.

The approach, however, is not cheap. Faculty development and counseling, in particular, make it an expensive model.

"But if you look in the long run, and you're retaining students, it's a very wise investment," she says. "If you can ensure student success, isn't that worth it?"

### FIRST IMPRESSIONS

During their first three weeks of classes, students at 22 community colleges reported the following:

41% said they had never used academic-planning services in the first few weeks.

40% said "friends, family, or other students" were their primary source for academic advising during their first three weeks of college.

29% said a financial-aid staff member had helped them analyze their needs.

20% said they "strongly agreed" with the statement, "The very first time I came to this college, I felt welcome."

23% of students needed developmental classes in reading, writing, and math.

SOURCE: 2007 Survey of Entering Student Engagement

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<http://chronicle.com>

Section: Students

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## Friday, April 4, 2008 BSI Subcommittee Meeting--Group A

Christine, Jacquie, Liza, Lucia, Vanson, & Karen

### MATERIALS TO COMPLEMENT ON COURSE

- 1) Listening, lecture comprehension, and terminology—Christine
  - Karen has an AFT article that may prove to be useful on “Active Listening”
  - Check out *On Course*, p. 131-133 (“How to Listen Actively” + “Use Active Listening in Your College Classes”)
- 2) Student Ethics: plagiarism, quoting correctly, taking responsibility, et. al. – Lucia
- 3) Learning how to work collaboratively; study groups, etc. – Lucia, Liza
  - Karen has a handout on study groups and related incentives that may prove to be useful
  - Check out *On Course*, p. 128 (“Start a Study Group”)
- 4) Textbook review; annotating your textbook; strategies to handle chapter reading assignments—Karen
- 5) Teacher expectations and students’ responsibilities—case studies from On Course—Vanson (Does *On Course* cover enough—p. 23? Or perhaps we’d like to propose ways to discuss the case studies, such as role playing, talk shows, etc.?)
- 6) Active vs. passive students—Liza, Vanson
  - Lucia has an exercise that may prove to be useful
- 7) Learning styles—how to deal with certain types of classes and certain types of instructors—Jacquie

Checklist on developing their awareness of how they learn and a reflection piece- Liza

Check out *On Course*, p. 184-191 (“Thinking, Doing, Feeling, and Innovating Learners”)

- 8) Time management—Karen (please send your materials my way; my materials are quite dry)—complements On Course, p. 88 (“The Procrastinators” case study), but need a means for them to reflect on whether they’ve overscheduled
- 9) Internet/ Scavenger Hunt of available resources (complements On Course p. 127, “Get Help from College Resources”)-- Karen

TO DO:

- 1) If you have any materials for any of the sections that may prove to be useful, get a copy of them to the person responsible for the section ASAP
- 2) Create drafts and/or gather materials on your section to be reviewed by the group on Thursday, April 17
- 3) Bring six copies total of your materials to the Thursday the 17<sup>th</sup> meeting, in the room next to Lucia’s office in The Learning Center
- 4) Think of active titles for your section.
- 5) Think of other “gaps” that we may need to fill, though we also can solicit ideas from the whole group at the following Monday’s meeting

## Proposal for the Aggressive Marketing of COUN 100

### Basic Skills Initiative Curriculum Subgroup B – April 2008

#### I. Web pages

- A. Work with ESOL department to create a web page in multiple languages with information about all of Skyline's student success resources (i.e. [www.skylinecollege.edu/multiplelanguages](http://www.skylinecollege.edu/multiplelanguages) )
  - 1. Courses (COUN 100, CRER 410, LSKL 800, etc.)
  - 2. ESOL courses and department, conversation groups
  - 3. Library and learning center
  - 4. EOPS, TRIO, and other programs
  - 5. Child care center, work experience
  - 6. Multilingual counselors and orientations in multiple languages
- B. Post to each dept web page a "hot button" that, when clicked, goes to the above page
- C. The link of the above page can also be pasted into emails to students

#### II. Print and electronic materials

- A. Create flyers in multiple languages\*
  - 1. Spanish, Mandarin, Burmese, Russian, Portuguese, Arabic (2-3 languages per page)
  - 2. Simple message: COUN 100 increases success and transfers to university
  - 3. Post on bulletin boards throughout campus
  - 4. Distribute to students in the counseling center
- B. Send invitation letters to all new students' homes about COUN 100-linked learning communities
  - 1. "We'd like to invite you to join this learning community"
  - 2. Include a short blurb on how to access the information about Skyline's student success resources in multiple languages\* (i.e., *Para informacione en espanol, busque en [www.skylinecollege.edu/multiplelanguages](http://www.skylinecollege.edu/multiplelanguages)*)
- C. Flyers attached to students' placement test results
  - 1. Include a short blurb on how to access the info in multiple languages (i.e., *Para informacione en espanol, busque en [www.skylinecollege.edu/multiplelanguages](http://www.skylinecollege.edu/multiplelanguages)* )
- D. Color Posters
  - 1. 16x20
  - 2. Simple message advertising COUN 100
  - 3. Locations: Library, Learning Center, Counseling office, Bookstore, Cafeteria
  - 4. Prominently displayed (behind glass if possible)
- E. Publish ad for COUN 100 in class schedule

### **III. Alerting Faculty to Advise Students**

- A. BSI Chair or Dean of Admissions: Set up an automatic alert schedule to alert faculty in early weeks to use Early Alert
- B. BSI Chair: Set up an automatic alert schedule to alert faculty in Weeks 13-14 to encourage struggling students to enroll in COUN 100
- C. Deans: Gva-mail all continuing students with a list of new courses to consider taking (COUN 100 being one of them)
- D. Deans: Remind faculty on occasion to actively connect to students who may benefit from the COUN 100 course and give them the link ( II above) to email to them.
- E. VP or President: Send reminder in email to faculty around Week 13-14: Encourage struggling students to take COUN 100 and other student success courses (make a list available on a link that can be easily pasted into an email)
- F. BSI chair: Actively schedule class visits to selected content courses and do 5-minute presentations advertising COUN 100

### **IV. Outreach & Orientation**

- A. PEP (Priority Enrollment Program) for High School students – specially designed flyer for them
  - 1. Colors, lots of pictures
  - 2. Simple message: Want to succeed? Take this course!
  - 3. Multiple languages\*
- B. CRER 410 – strongly encourage it

### **V. Reaching Low and Intermediate Speakers of English**

- A. ESOL dept can create 0.5-2.0-unit courses whose skills target listening/speaking or reading/writing, but whose themes are aligned with COUN 100 themes
- B. i.e., “Listening to Fast English” (listening to lectures and asking questions); “Vocabulary for College” (the U.S. educational system and SEPs); “Communicating in the American Style” (active vs. passive, teacher expectations in college)
- C. Perhaps 6-8 of such courses could be the equivalent to COUN 100

\*Distributing information in multiple languages is not necessarily aimed at targeting only the students whose language is too low for the targeted course. Rather, it provides additional boost to students who may be competent in English during intense focus, but who otherwise ignore posters or information in English as part of their everyday filtering process. Information in the first language “jumps out” at the viewer and creates a

friendly and thoughtful recognition of diversity that is appreciated on a subconscious level.

## **FYE IDEAS**

1. Skyline College FYE - we need a catchy name
2. Rationale for the program
3. Description of Program
4. SLO's
5. Evidence of Effectiveness – Assessment

## **RATIONALE**

Skyline College, located in San Bruno, California strives to inspire a global and diverse community of learners to achieve intellectual, cultural, social, economic and personal fulfillment. We are a comprehensive, open access community college that provides student-centered education leading to transfer, career advancement, basic skills development, and personal enrichment. The college serves 9,000 full and part-time students. We are diverse with (GIVE SOME STATS).

We also have challenges:

Issues: (Any I left out)

1. commuter school
2. majority of students work
3. % are in need of basic skills
4. % of ESL
5. % re-entry students

We believe in a holistic approach to education, fostering academic excellence and success with a strong social component. Our goals are:

1. Student Orientation before the start of classes (all students)
2. Foster support by clustering students together (Learning communities and Community Read??)
3. Learn “successful student” skills (Counseling 100 and...)
4. Learn how to choose your classes, college major and career path
5. Monitor progress and offer counseling
6. Encourage students to take responsibility for their learning
7. Create a secure and socially conscious environment (College project, i.e. environment, second harvest food bank, etc.)
8. Monitor program effectiveness

In response to these diverse demographics of our student population, our first year program concentrates on two major goals: a) fostering academic success for all students, specifically focusing on basic skills needs, and b) creating a sense of community and connectedness to the college among a highly diverse group of commuting students (La Guardia CC).

## DESCRIPTION OF PROGRAM

**Orientation** – 1. Preferably summer before classes begin?

2. Mandatory for all students?

3. Credit course (.5)?

### Counseling 100

1. Embellish current course outline to include BSI or leave it as is?
2. Part of a “house” or core courses?
3. Mandatory for all students not just FYE? In first year?
4. Can it fulfill one of the requirements? Personal Development for AA/AS, Area E for CSU/IGETC – it is already transferable

Learning Communities (template adopted from LaGuardia CC)

A – Counseling 100, English placement, LSCI 100, plus one other “elective course” i.e. psych, anthropology, humanities (LIBERAL ARTS TRACT)

B – Counseling 100, English placement, LSCI 100, plus one other “elective course” i.e. math, general science (ALLIED HEALTH, SCIENCE TRACT)

C- Counseling 100, English placement, LSCI 100, plus one other “elective course”, i.e. business, computer tech (BUSINESS/TECH TRACT)

ADD: Common Read – Book to be read by FYE students (anyone for that matter) that ties in with a theme? (Boston College)

### Benefits:

1. **BSI**
2. **Credit/transferable courses**
3. **BSI related to major (if they have one)**
4. **Move as a cohort**
5. **Make it through first year successfully**

Glendale CC offers three options

- a. Perfect Start
- b. Smart Start
- c. Great Start
2. La Guardia offers
  - a. Learning communities
  - b. Quick Start
  - c. Opening Sessions
  - d. Common Read
  - e. Mentoring



## **Achieving College Success (ACS)**

### **Learning Community at Skyline College**

**Mission Statement of ACS:** We believe in a holistic approach to education, fostering academic excellence and success with a strong social component. Our mission is to improve beginning college experiences through academic achievement and creating a sense of community and connectedness to college; to increase student success and retention rates; and to provide a foundation upon which future academic and career goals are built.

#### **ACS Student Learning Outcomes (SLOs):**

Students will be able to...

- demonstrate a sense of what college requires
- be able to assess college responsibilities and make informed choices contributing to their college success
- apply the academic skills learned to their other courses
- identify specific career goals
- establish a connection with campus and community members and resources

#### **ACS Program Objectives:**

The ACS Program will...

- provide academic, personal, and professional assessment and direction
- provide a campus-wide climate of a 'students first' philosophy
- foster a positive student-faculty academic relationship
- provide a connection between students, campus, and community that fosters a sense of social responsibility
- collect data to follow retention and success rates and administer pre and post surveys to ACS students

### **STEP 1: ORIENTATION**

Take Orientation course—Career 410  
0.5 CR/NC free course, meets 8 hours

## **STEP 2: LEARNING COMMUNITY (launch date: Fall 2009)**

Join a ACS learning community with a linked English and Counseling 100 class that best suits each student's academic needs and placement:

English 100: College Composition *AND* Counseling 100: College Success

English 846: Reading & Writing Connections *AND* Counseling 100: College Success

English 826: Basic Writing Skills *AND* Counseling 100: College Success

One class offering:

English 826: Basic Writing Skills *AND* Counseling 100: College Success  
*AND* P.E. Class: Fitness and Wellness

English instructor and counselor meet one hour per week and receive an hourly special rate stipend for meeting time.

### **Required component of ACS Learning Communities:**

Module in ACS English class: Campus Community Involvement Pod (CCI Pod)

At least one writing project will center on a campus/community project with the focus being on making local connections in the Bay Area. Proposed topics:

- (1) SUSTAINABLE LIVING: going green, environmental issues, recycling
- (2) ISSUES OF POVERTY: Feeding the community, homelessness
- (3) PUBLIC SAFETY: crime, personal safety, rape crisis
- (4) PERSONAL HEALTH AND WELLNESS: medical insurance, public health, inequalities in healthcare
- (5) CIVIL ENGAGEMENT: giving back, volunteering
- (6) CROSS-CULTURAL AWARENESS: connecting to local diverse groups and communities
- (7) GLOBALIZATION: local sweats shops, maquiladoras, food prices, act locally-think globally

(8) POLITICAL INVOLVEMENT: connecting with local representatives/groups, being informed participants in democracy

Each English course will distribute the free report titled "Indicators for a Sustainable San Mateo County" <http://www.sustainablesanmateo.org/>  
advocate@sustainablesanmateo.org 650-638-2323

**Other possible components of ACS Learning Communities:**

\* Peer mentoring: working with Honors Transfer Program to facilitate the honors students working with/mentoring the ACS students as part of the honor's 16 hours of community service requirement.

\* Possibly in the future: linked themes and/or selected reading in ACS English courses

\* Lecture series for all ACS students in main theatre with inspiring speakers on relevant topics (could be connected with Campus-Community aspect of the program).

**STEP 3: COUNSELING**

\* Counseling 100 instructor and English instructors also work together on Early Alert system for the students in the ACS learning communities. Employ a case management approach and follow up with students who are falling behind. When counseling hires a "Retention Counselor," connect this counselor with at risk ACS students as well.

\* Continuity of Counseling—in last third of the semester: SEP update and academic progress check-in with Counseling 100 instructor. English teachers can also incorporate the SEP in their assignments.

\* Counselor and English instructor meet 1 hour per week to discuss students, correlate assignments, etc.