


SPRING 2008

FACULTY/STAFF DEVELOPMENT:

Increase/improve training, expand use of CTL, design compensation for involvement, expand workshops, seminars and flex, designate campus organizer of professional development.

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
<p><u>BSI REC's:</u> 4, 5, 6, 7, 8, 9</p> <p><u>FYE REC's:</u> II.C, IV.D</p>	<p><u>Leads:</u> Phyllis Taylor & Rachel Bell</p> <p><u>Team:</u> Donna Bestock:</p> <p><u>Possible Consultants:</u> PEDAC, Regina Stanback-Stroud, Jim Petromilli, Nate Nevado</p>	<p>Ongoing meetings every Weds at 5pm in 1110</p>	<p>See <u>below</u> for activities.</p>	

Activities:

	<p>Open House Week: March 3rd-7th</p> <p>Since many faculty are already teaching some excellent basic skills lessons, we wanted to share what we already have here at Skyline with each other. During the first week of March, some faculty are opening their doors for any other faculty or staff members to come observe a class. If you are interested in opening your class for visits or if you have any questions, contact Rachel Bell: bellr@smccd.edu x 4349</p> <p>Also featured in the Feb 08 Skyline Professional Development Newsletter.</p>
---	---



Faculty Inquiry Groups (FIG)

We want to bring faculty from across the disciplines together to talk about teaching, the challenges they face, and the approaches they use in regards to basic skills and student success. These are informal discussion groups bringing a diverse range of faculty together. There will be 3 meetings during spring 08 and participants attending the 3-meeting series will be paid \$100. The meeting dates are on Weds 2-4pm in room 6205 on: 3/12, 4/16 and 5/14. To sign up, contact Phyllis Taylor: taylorp@smccd.edu x 4233

Members: Rick Escalmbre, Dennis Wolbers, Steve Aurilio, Bridget Fischer, Josie Glen, Guillermo Ortiz, Leslie Shelton, Felix Perez, Jim Petromelli, Helen Thompson, Jude Navari, Murrell Green, Laurie Biagi

Meeting Notes/Materials from 3/12: [Meeting Notes](#), [What FIGs Do](#)

Meeting Notes 4/16: [Meeting Notes](#)

Meeting Notes 5/14: [Meeting Notes](#)



Teachers Teaching Teachers (Three-T)

Again taking advantage of all the resources we have here at Skyline, we wanted to set up a place where faculty can share successful basic skills lessons with faculty from across the disciplines. There will be 3 meetings with teachers presenting 30-minute lessons. Participants attending the 3-meeting series will be paid \$100 and presenting teachers will receive \$50 per lesson. The meeting dates are on Mondays 2-4pm in room 1124 on: 3/24, 4/21, 5/19. To sign up contact Rachel Bell: bellr@smccd.edu x 4349

Members so far (more can still sign up!): Tony Jackson, Luciana Castro, Brian Daniel, Leslie Shelton, Regina Pelayo, AJ Bates, Yvonne Price, Kathleen Feinblum, Sita Motipara, Evan Leach, Nancy Kaplan-Biegel, Sita Motipara, Nate Nevado, MaryAnne Leary, Jamil Kanaaneh, Felix Perez, Brian Meredith, Bob Lualhati, Kate Browne

Presenters on 3/24--Tony Jackson, Leslie Shelton and Regina Pelayo: [Notes on Presentations](#)

Presenters on 4/21; Kathleen Feinblum; English, Brian Daniel; Respiratory Therapy, Evan Leach; Math, & Tom Broxholm;

	<p>Automotive Technology</p> <p>Presenters on 5/19; Luciana Castro; Spanish, Yvonne Price:English, & Pat Deamer; Math</p>
--	---

Other Faculty/Staff Development Activities for Spring 08:

* Sending Murrell Green and Nate Nevado to Student Services & Support strand of African-American Male Summit at Coastline College in Westminster, CA on March 19th, 2008. [Report on the conference.](#)



* Working with Leslie Shelton and Beverly Muse, and other counselors on 2-part series on the emotional aspects of learning.

Series Title: Raiders of the Lost Self

Seminar 1 (for faculty, staff and students): Saving Face: Giving Shame the Slip
Date: Monday April 28, 2008-- noon to 2 pm

Seminar 2 (for students only): R.E.S.P.E.C.T. – Re-discovering the Whole Self
Date: Monday, May 7, 2008-- noon to 2 pm

* Working on creating additional components of the new employee training to include: connection to other faculty, in-class visits, panel discussions, etc.

* Creating a short course to be taught as part of the CTL offerings which focuses on having part- and full-time staff and faculty across the disciplines who are new to Skyline College on learning the “nuts and bolts” of Skyline in the first part and then in the second part they have a choice of learning Banner or learning how to apply effective teaching approaches and methodologies appropriate to the specific needs of Skyline students. [Rough course outline.](#) Also we are collecting [feedback from faculty and staff](#) on this course.

- * Working with Jim Petromelli on expanding the role and offerings of the CTL
- * Phyllis Taylor attended the *On Course National Conference* in Los Angeles, Calif. on May 2-3, 2008: <http://www.oncourseworkshop.com/Conference.htm>. BSI Professional Development, in conjunction with counseling and the PEDAC Committee is organizing an On Course workshop presentation at Skyline College for the January 2009 Flex Days.
- * Have had a discussion with Linda Collins from the Career Ladders about a possible cooperative Fall 08 workshop with Dr. Alfred Tatum. Her people are doing the research and getting back to us. Dr. Tatum gave the following presentation at Laney College in Feb 08: "From Resistance to Resilience: Using a Broader Approach to Engage Young Adults in Reading and Literacy ."
- * Investigating the possibility of getting Skyline faculty trained through the Reading Apprenticeship program: <http://www.wested.org/cs/sli/view/serv/10>

What FIGS Do:

- Create professional communities in which educators can share what happens in classrooms
- Articulate and negotiate the most important outcomes for student learning
- Use the tools of classroom research to understand the experience of students more deeply
- Share insights and findings
- Examine a wide range of evidence, from examples of student work to campus-level quantitative data that describes patterns of student performance
- Invite, and offer, critical reflection and peer review
- Collaborate in the design of curriculum, assignments, and assessments
- Build trust as an essential component of ongoing improvement
- Support professional identity and responsibility among educators

FIG Meeting Notes 3/12/08

Attending: Dennis Wolbers, Steve Aurilio, Bridget Fischer, Josie Glen, Guillermo Ortiz, Leslie Shelton, Felix Perez, Helen Thompson, Jude Navari, Murrell Green, Laurie Biagi, Rachel Bell, Phyllis Taylor

(1) Who are you? Name, how long at Skyline, discipline taught? What experience, if any, have you had with FIG groups or quality circles or similar groups of inquiry?

Everyone shared what classes they teach and other roles they have at Skyline. Most did not have FIG experience. Helen Thompson has the most extensive experience in the group with FIG- several of the group members teach numerous subjects.

Next, we answered this question:

(2) What courses do you teach and what skills do you see your students struggling to master? What are the major barriers to success you see your students struggling with?

Guillermo- math, reading, writing, study skills, research skills

Brigette- Using their textbooks as a tool- index & glossary

Josie- Language barriers- multiple languages, understanding assignments, stamina, asking for help

Helen- talked about VLSL programs for cosmetology (ESL instructors teaching vocational specific vocabulary in conjunction with vocational programs)

Jude- students working full time and taking a full class load. Should take less classes and be taught time management. Students sometimes treat the classroom as a "time clock" situation. We need a mandatory ORIENTATION as a co-req. Also a gateway class that teaches general skills needed (aka Freshman Seminar, First Year/Semester Experience)

Josie- believes that the reason that cosmetology enjoys 99% success rate because they have MANDATORY orientation

Guillermo- wonders how much of this is our immediate gratification culture

Felix- EOPS does orientation, noticed that getting students to "buy in" helps to get the students invested...part of team, part of activity

Jude- has started an entry questionnaire to establish how much academic experience a student has and says that success rates directly correlate to how long they have spent in college.

Steve- (creating a practical context) Does student bio's at the beginning and then connects the classes to various vacations and jobs (including income) and how it is connected to curriculum

Leslie Stanford study that 75% of students coming to college today are not prepared for college- They are prepared to "pass tests" but don't know how to study. Lacking critical thinking skills.

Jude- has experience with students not following directions. Wanting to fill in the blank rather than think critically.

Leslie- other barriers for students: busy & exhausted- not ready to learn. But also the emotional side of learning- emotion always trumps cognition

Phyllis- This group is also going to be made aware of the other BS professional dev. Opp. For faculty, staff & students

Bridgette- As she is listening to this, do we need to assess how we assess? Are there different ways to evaluate our students?

Rachel- We wonder what is happening- We need to change- we need to meet them where they are at

Steve- We still need to hold the standards- Allows notes in tests-Gears some of the tests to reason and use their resources

Rachel- Still feels that the teaching is not reaching the students

Jude- Time. It takes time. We need more time- Discussion for longer classes??

Also the concern for mandatory gateway class and how it affects enrollment

Josie- cosmo has a prereq. Class that is mandatory. Teacher needs to be enthusiastic and "on"

Laurie- students' plates are so much more full

Felix- communicate the standards and expectations of college

Laurie- use the multiple intelligences for the instructions DIFFERENT DEMONSTRATIONS OF LEARNING using the ways they are smart

Murrell- Sees self image as major barrier to success. Too proud to ask for help

(3) What strategies have you tried and what did & did not work?

Phyllis – small group pre-taking quizzes

Bridgette- does this still sees disconnect in the written expression of the material

Laurie- puts one person as the secretary of a group and one person as the coordinator

Helen- uses the “trouble makers” as the group organizer

Steve- group decision exercises for survival to learn to work together

Rachel- ownership strategy- students present in groups on the reading before they read it to teach the historical, biographical and social context. Students use creative and interactive approaches. Then they write the quiz the other students take.

Steve- makes suggestion that we bring assignments next meeting

Helen- created a worksheet for the key questions and biggest challenges for organizing their research papers- then they create their own “cheat” sheet

Guillermo- In his transfer level class, he assigns problems that they must solve every class and as soon as one solves it they must teach the others- Develops pride- Requires that it is done BEFORE class- does random check on homework; has had some success NEEDS MORE TIME

Leslie- students have a problem moving from talk to linear writing. She uses sticky notes and then organizes them into outline

Last task of the meeting: the group set the agenda for the next meeting:

Bring sample basic skills assignments

CONTINUE TODAY'S CONVERSATION

Academic integrity- difference between summary & plagiarism

Overview of all the teams and projects involved in the Basic Skills Initiative

FIG Meeting Notes 4/16/08

Attendees:

Rachel Bell, Murell Green, Steve Aurilio, Jude Navari, Leslie Shelton, Dennis Wolbers, Steve Aurilio, Josie Glen, Lauri Biagi, Guillermo Ortiz, Felix Perez, Helen Thompson, Phyllis Taylor, Bridget Fischer, Cathy Hasson, Rick Escalmbre

Cathy Hasson asked the group about the interest of looking at concrete research.

Responses reflected that we think that this may be a premature discussion.

Cathy agreed that this group knows that we have the opportunity to cross over research.

Rachel asked about the concept of learning communities across the departments

Cosmo schedule really doesn't allow for a Learning Community.

Automotive similar scheduling issues.

Felix P talked about a crossover in Jump Start using a movie script.

Guillermo sees the need for a broader set of skills.

Automotive uses the placement tests, must meet a minimum level. They aren't happy with the level of entry. They work from a critical thinking aspect.

Cosmo- teaches how to study. When the students get excited about the subject, they figure out a way to pass. A lot of one on one.

Steve- **Students want to know why I need it.**

Guillermo- Has a great deal of difficulty getting students excited about some of his very difficult curriculum.

Felix works to tie his note taking class to a catcher that requires prior knowledge so that the students understand scaffolding. Also works on having the students stay focused and using eye contact. "Good notes answer questions."

Cathy- **Sees the need for teaching the discipline of learning- note taking**

Lauri works on outlining the expectations. Also plays games

Auto & Cosmo has the advantage that they apply some of these skills immediately. They also have a very large 'role' in their students' lives. **They have the time to do it.**

TIME is an issue.

Jude- has cancelled class for one week and met with each student to individualize the instruction.

Cathy-**various learning styles need a lot of individual instruction.** Example of ESL having to tie into various styles. SLOAC impresses that we need multiple assessments so that we assess all of these learners.

Helen believes that they must work together. Guillermo says that they fight it.

Guillermo reinforced the need for time with students in a process that links up students who have already worked problems helping each other. This is successful but we tend to lack the time.

ESOL 400 is trying having a "floating grad tutor" through Basic Skills funds.

Having student tutors is very successful

Automotive has become extremely visual using multiple types of technology.

Josie doesn't completely understand why Cosmo has such high retention. They think that the **interaction really pays off.**

Murrell- ASTEP is developing their community through the cohort model. Having the end goal is important and Current relevancy is absolutely necessary.

Guillermo- struggles with gaining the engagement.

Murrell says that the **students all know if the faculty cares.** Sometimes their response is negative, but they still know it.

Rick stressed once more that their **complete engagement with the entire student is their chief asset.**

Steve talked about making sure the students understand the applicability to all of these skills to a successful contributing citizen. **THEY NEED TO BUY IN TO THEIR EDUCATION.**

WE NEED TO FOCUS ON PREPARING THE WHOLE STUDENT.

Felix- if you can catch the student in time, you have a shot. Shared experience from prior success works, but **they also need to deal in reality.**

Leslie made an announcement and explanation of her upcoming Seminar on Shame and the connection to failure.

Josie wants to invite all Cosmo students to come.

The idea came up to pod cast the first seminar so students can see it and attend the second.

LESSONS:

Steve Aurilio: This lesson is about prioritizing and decision-making. This is taught in 2 components, one with limited resources and one with unlimited resources. There is no right answers- it is about justification.

Helen: Exercise on how to cite MLA sources- they create posters that they use to teach the class. The presentations all had accurate answers citing the Hacker's Rules for Writers. is it on the web.

Felix: Listening and note taking- Hand out with riddles with adjacent learning skills that the wrong answers will high light. Also a hand out with a self-assessment survey that forces students to question their behaviors. **Can you turn your notes into questions?** Leslie added- can you do a "doodle" that captures their notes. Click here for materials: [Lesson 1](#) and [Lesson 2](#)

Rachel; thesis statements- Students have a difficult time doing analysis instead of doing summaries. Arguable assertions versus factual statements.

Lauri Biagi; has developed a BINGO game for vocabulary skills

Dennis: Research assignment; 1 book, 1 article, 1 web page- Students have the most difficulty finding out what an article is.

Next time

Academic Integrity

On Course

Other Basic Skills stuff

What is the next step? ?? Leslie- Narrowing the scope to a few questions or themes and approach the questions through out own research.

Steve has already learned a lot.

Helen contributed two documents; 1 from a previous FIG and another from a Quality Circle

FIG Meeting Notes 5/14/08

Attendees: Rachel Bell, Bridget Fischer, Dennis Wolbers, Helen Thompson, Josie Glen, Lauri Biagi, Felix Perez, Guillermo Ortiz, Jude Navari, Steve Aurilio Phyllis Taylor

Guest Sherry Hancock

Announcement- stipends

Helen Thompson Lesson for the use of MLA

?Do we have a pre-determined style for a research paper?

Asked Rachel if we had any standardization

Group Suggested that we address the campus as whole and ask them to choose 1 or 2 styles

Asked Dennis how to start the discussion he suggested talking to the Deans and perhaps teaching the difference between MLA & APA.

Jude suggested that in his discipline it would be helpful to have standardization-

PT concurred that it would be very helpful. Bridget also concurred.

Dennis wanted at least 2 styles

Felix discussed what it would be like to norm a paper for this-

Dennis & PT are going to have a further discussion about this.

Sheri Hancock helped us review the student handbook handout on plagiarism.

She also asked that we discuss this specifically with our classes

Dean Hancock has seen higher incidences over the last few years and how very obvious it is! Different faculty has taken different patterns of discipline. Grading is almost always impacted. Needs to be very clear in a syllabus. She keeps a file for each student. She can also use this material in a job reference.

Steve gives his warning up front- no more. No do-over.

Question asked about the lack of knowledge of what plagiarism is. Also about the issues of students working together. Collaborative work is difficult

Felix suggested that we also develop a quick and easy phrase to reach more students.

Steve wondered why we are seeing such an increase. Why are people taking the risk? Do they not care? Are the pressures so great that the students are acting desperately?

Lauri also talked about when we draw the line of collaborative working and cheating.

Sherry explained that most of the cheating is written but there has been a recent incident of hand signals and cheating in an exam.

Steve asked if there is a way to let faculty know which students do this. There is NOT.

Guillermo goes back to the issue of despair- students are actually buying papers- and there doesn't seem to be anything we can do about this.

Jude- students take way too many classes and are working too many hours to succeed.

Sherry- very few of our students actually got through the counseling experience. (10%) Biggest majority of students do their own Ed. Plan

There are some cultures that have so much pressure that they will cheat to get an A for the family.

Success rates at Skyline are actually high and Jude suggested that we open a dialogue with the students. **We KNOW that the students are doing too much- we want them to know that we know. ??Possible campaign??**

Bridget had one of these students last week and discussed how we need to get the students hooked up with all of the services and options.

Felix mentioned the Jump Start program and how important it is to impact them early in their academic career and keeping it simple and **HAVING A CAMPAIGN.**

Helen Thompson with ESL takes the path that she DOES have to teach from the ground up about plagiarism. She uses a signed contract and gave us a sample.

Jude suggested that this is crucial issue- both the time management issue and the plagiarism issue needs to be dealt with in the counseling/orientation class that we are planning at Skyline.

We discussed the various warnings for teachers- Rachel has seen an astounding increase of plagiarism on-line. She has zero tolerance.

Dennis thinks that contracts are good but still thinks we need to explain WHY it is wrong. There are even some famous cases where it was OK (used a music example)

Has a question on his exam of WHY it wrong

Bridget uses another example of how this stealing. Rachel- we are trying to teach them to be strong critical thinkers- Jude uses the differences in covers in music.

Jude has lesson that he uses to thread an idea throughout the class. Music appreciation

To help students develop ways to describe, measure and define as opposed to feelings. So this assignment is facts vs. feelings. Uses this as a thread

Students have a great deal of difficulty using "I". Rachel has a similar problem- is this something that has happened in high school. Uses that to break up the material (See the handout) has several assignments that re-emphasize this point.

Rachel sees a paralleled to English classes in order to get the students out of summary mode into interpretive. She thinks this is a good structure for moving toward this

Is there a pre req for this class- a suggestion- rec. Engl. 100. Bridget noticed that as the recommendation was elevated, so has the quality of work. Jude thinks this whole lesson has to do with the separation of identity - what do you want as opposed to what is my work.

Rachel is wondering if this is a media impact issue. Steve says that there are multiple interpretations for ART. **Students seem to have difficult time understanding that we want that from them.**

Jude sees this as being basic skills issue.

The current high school system develops “regurgitation” processes for the successful passing of mandated testing. The very idea of students developing an analytical or critical thinking skill is foreign to them. Felix - patterns are crucial to the student’s lives.

Bridget has a pattern component that reinforces critical thinking.

Jude thinks that the regurgitation that is happening is because of standardized tests (info. isn’t even being processed). It is also an issue of reading and comprehension.

Bridget has been working on this with student to try to train them to analyze.

NEED A COMPREHENSION EXERCISE. Jude

Steve- a need for problem solving techniques- how we word them

Guillermo says that it is typical marketing assignment. He wants he student’s experiences and does analysis from the production level. Says that this is never going to get through and stays like a cork bobbing on the water.

Josie asks how and when we intervene with students that are obviously not going to make it.

PT announced On Course coming to Skyline this coming January for a 3 day workshop.

Teachers Teaching Teachers (3T)

on Monday, March 24, 2008

with Tony Jackson, Leslie Shelton, & Regina Pelayo

Presenter #1: Dr. Tony Jackson, professor of Psychology

30 minute lesson from black psychology class:

- Tells students must purchase a dictionary and thesaurus
- Handed out list of vocabulary words from the reading:
conscious, repression, regression, oppression, subordination, historiography, hegemony, amnesia, pathology, cosmology, ontology, axiology, obfuscate, cosmogony, Machiavellian
- Asked each person to choose the terms on the list s/he was familiar with and write a brief definition
- After, said to walk around the class and share definitions with classmates and fill in missing definitions from other students
- Said he would follow this activity up later with a vocabulary quiz
- Next, gave a list of terms to be matched with definitions. Said to connect the definitions with the terms and then afterwards called on people to share their choices and asked them to also explain their rationale for their choices. After a discussion, he shared the answers.
- Showed a brief video but beforehand, told us we would need to take notes and showed us on the board how to pull out the interviewer questions and answers. Gave guidance on how to structure the notes.
- After the video, put students in groups and choose a "runner" (the student who will write the group answers on the board)
- Each group is given the task of putting the main points from the video on the board. The runner cannot copy from notes but must go back and forth between the group and board to gather and then list the information from group
- Made the assignment of putting the notes on the board a competition and sometimes even rewards the winning group with movie tickets

Presenter #2: Dr. Leslie Shelton, Director of the Learning Center

30 minute lesson on multi-intelligence theory:

□ Posted definition on board:

Intelligence is the capacity to solve problems or fashion products that are valued in one or more culture --Dr. Howard Gardener

□ Spoke of own background of having exposure to a wide range of learning experiences: physical, musical, etc.. Then worked on Project Read and worked with many talented and skilled adults who considered themselves "dumb." All the focus is on what they can't do. Need to assess people's strengths and different ways they are smart.

□ Theory of multi-intelligence: Figure out strengths and strategies that work. Help students see themselves as smart. The judgment of intelligence and assessment is limited. IQ test only predicts school success but not life success. Dr. Howard Gardener came up with 7 types of intelligence breaking this narrow definition:

Language: sensitive to language, meanings, and the relationship to words

Spatial: keen observation, able to think visually, uses metaphors

Logic/Math: abstract thought, counting, organization, logical structure

Body Movement: control of one's body and objects, good sense of timing

Musical: sensitive to rhythm, pitch, intonation, music

Social: sensitive to others' moods, feelings, and motivations, outgoing

Self: has a sense of self, able to understand and access own feelings

Nature: sensitive to nature and environment; knows the names of rocks, flowers, birds; loves to be outdoors

□ Asked us to discuss and answer in pairs: Which types of intelligences do we use in school?

In school, emphasis on language and logic/math. When we're young, there's an emphasis on group activities, running around, exploring nature. By third grade, we're told to sit still, be quiet, don't move. In Basic Skills classes, are we using multi-intelligent approaches using the many ways students are naturally smart? Students are more successful when lessons presented in multiple ways. Students seen as "learning disabled" if they struggle with language and logic. Why do we stigmatize them in this way?

□ Wrote key points of discussion on board:

-All human beings have all types of intelligences--as unique as our faces

-More developed in some than others

-Nature vs. nurture

-We use a combination of intelligences in most things we do

-Can develop

-We learn best when we use a combination of approaches

Asked: What our Basic Skills' students greatest strengths?

Music. How do we use this? Music is the best way to put information into long-term memory

Asked us to discuss and answer in pairs: How do we apply the idea of smart in different ways?

Could use music and songs/rap that let students tell the story of what they are learning? How do we ask them to demonstrate their learning? Tests? Quizzes? Perhaps we can have them use poems, story-telling, drawing. Give them more ways to demonstrate they understood. Use visuals in class (cartoons, drawings, diagrams). Use group work as group interaction gets them more engaged. Use sticky notes so they can mind map-
-good for non-logical thinkers.

Presenter #3: Regina Pelayo, Professor of Cosmetology

30 minute lesson on finger-wave and pin curls:

Many cosmetology students are visual and kinesthetic learners. Try to set students up for success. Cosmetology classes are all focused on passing on the State Board exams but also on preparing students for real-world.

For finger-wave demonstration, had a doll head for the demonstration and also gave a hand out.

The handout gave the visual of concave vs. convex

Also gave real-life applications of concave and convex in nature. Said it was important to visualize the end result. Also named famous people with the desired image of the finger-waves and pin curls

Demonstrated the C-shape (convex shape) of the finger-wave and described each physical step down to hand placement.

After the demonstration, asks a student to come and practice and talk through their approach. Let's students decipher the process and doesn't correct errors. Let's them discover own errors and self-correct.

Next for pin curls, showed a candy cane to demonstrate the desired shape. Also described peeling an apple in one continuous strip to create a curled, connected piece. Also showed a piece of ribbon and the curled, spiral shape it takes after you run scissors across the length.

- Used these visuals to show how to put the pin curls inside the finger waves
- Followed by drawing visuals of the pin curls inside the finger waves on the board
- Then did the actual demonstration on the doll head. Again described each finger and hand placement and paused at each step to show hand/finger placement.
- Instead of always telling, often asked questions so the students had to think through the answer
- As the process was described, also applied it to the State Board exam as well as real-life expectations.

African American Male Summit

Westminster Rose Center in Westminster, California

March 19, 2008

The African American Male Summit was a conference produced by a non-profit organization entitled A(2)MEND and Coastline Community College located in Southern California. The focus of this conference was to take a startling analysis of the educational epidemic that affects African American males across the United States of America. The following are several notes that we took throughout the morning session:

- I. Ding Jo Currie (president of Coastline Community College) referred to African American males as “the most disenfranchised, marginalized, disadvantaged individuals in the United States”. She also said that in her opinion “racism is the most challenging and confronting issue in this country”.
- II. Dr. Thomas Parham (world renowned psychologist) explained that the biggest problem with African American males is the need for mental liberation as compared to the desire to alleviate physical oppression. He discussed the need for African American males to play dual roles in order to achieve success in America and how many men often ask the question “How do I maintain a sense of cultural integrity in a world that does not support and affirm my humanity”? According to Dr. Parham African American males need the following to achieve in the educational system:
 - a. Visions of Possibility
 - b. Places that nurture them
 - c. Affirmation rather than Assault

The afternoon portion of the conference was divided into four academic strands (administration, faculty, support staff, and student) each looking at the challenges, strategies, and solutions towards assisting African American males through this educational recession. The following are several notes that we took throughout the afternoon session:

- I. **Challenges –**
 - a. one of four African American students (male/female) drop out of the K – 12 system
 - b. In 2006, 68% of African American students did not pass the CAHSEE exam
 - c. Black students comprise 7% of all higher education
 - d. In California, Black students comprise less than 10% of the California State University (CSU) system

- e. In California, Black students comprise less than 5% of the University of California (UC) system
- f. The overall “mental model” that African American males have regarding post-secondary education
- g. The lack of cohesive support between the home lives, school settings, and overall communities of African American males

II. Strategies –

As all who attended made attempts to procure various strategies as to tackling these alarming issues, everyone who participated in the conference took a vow to increase his/her existing efforts by “at least 5%” in an attempt to intervene during these tragic times of “the lack of African American Male advancement within the United States of America”.

It was agreed by all involved that a comprehensive approach is needed to work with this student demographic. As it pertains specifically to Skyline College, both Murrell Green (ASTEP) and Nate Nevado (Kababayan) feel as though it is necessary to use a “family approach” in dealing with not only African American males, but all students of color. We both agree that to be viewed as a counselor who is available for only thirty minutes, a teacher who just teaches a specific subject, and staff who just collect paperwork will not motivate, accelerate, and make the contributions that we need for our students.

Through various programs and activities, such as the work that is being done in the ASTEP, Black Student Union, Filipino Student Union, Kababayan, Hermanos, and Puente programs, Skyline College is already an example of what needs to happen to assist our youth of color who deal with many issues far beyond what many would imagine pertains to “a typical college student”.

Thanks to the African American Male Summit both Murrell Green and Nate Nevado have decided to do the following for Skyline College and their respective programs:

- a. Educate administrators, faculty, staff, and community on the issues that pertain specifically to the learning community populations that we serve.
- b. Regularly access the needs of our students as individual ethnic populations with specific need, as well as, make a commitment to collaborate with the similar programs on Skyline College’s campus in the attempt to integrate “true diversity” as compared to a college with non-interacting multicultural communities.

- c. To be used as vehicles of Skyline College (school), to encourage students through the connection of family (home), and to inspire students through innovative approaches such as mentoring, community service, and university exposure (community)
- d. To advocate for Skyline College to follow in the footsteps of Coastline Community College by hosting an innovative educational summit such as this one, if not the African American Male Summit in the near future.

III. Solutions –

It is our sincere desire, hope, and objective that these strategies will increase the recruitment, retention, and matriculation of African American males and all students of color.

Respectfully Submitted,

Murrell Green - Skyline College Counselor (ASTEP)

and

Nate Nevado - Skyline College Counselor (Kababayan)

Skyline College

Official Course Outline

Date: April 2008

1. **TITLE:**

LSKL 900: Faculty and Staff Orientation
0.5 units; 8 hours

Prerequisites: None

DRAFT

2. **COURSE CLASSIFICATION:**

Credit course not applicable to the Associate Degree

Credit/No Credit

3. **COURSE DESCRIPTIONS:**

Catalog Description:

The first half of this course focuses on orientating all part- and full-time faculty and staff to college structures and procedures. The second half of the course focuses on a choice of either learning about effective teaching methodologies or learning Banner. Credit/No Credit; meets for 8 hours; 0.5 units

Schedule of Classes Description:

The first half focuses on orientating all faculty and staff to college structures and procedures. The second half focuses on effective teaching methodologies or learning Banner. Credit/No Credit; meets for 8 hours; 0.5 units

4. **COURSE JUSTIFICATION:**

This orientation course includes previous orientation procedures and topics and expands them. Also it adds a teaching methodology piece that didn't exist previously.

5. **STUDENT LEARNING OUTCOMES (SLO'S):**

Upon completion of the course, students will be able to

- Understand college and governance and decision making structure, know available resources & navigate Admissions & Records procedures
- Manage a Skyline classroom
- Apply effective pedagogical approaches and problem solving techniques

6. **SPECIFIC INSTRUCTIONAL OBJECTIVES:**

The course will include:

Description and explanation of General Demographics of Skyline's students.

Clarification of Expected classroom operations and curriculum guidelines

Introductions to all services available for Students and employees at Skyline

Review of expectations for faculty and staff

Training with phone system, Websmart & ASTRA

Lecture & demonstration of teaching styles & skills

7. COURSE CONTENT:

Websmart:

Generating class lists

Submitting census

Add/Drop procedures

Reporting grades

The administrative structure of Skyline College

President & VP's

Divisions and Deans

Admissions & Records

Divisions of College

PE

Counseling

Social Science & Creative Arts

Science, Math & Technology

Business

Language Arts

All Student programs and student services

Bookstore

EOP&S

Learning Center

Health Center

Psych Services

Transfer Opportunity Center

Career Center

Financial Aid

Library

Micro Computer Lab

DSP&S

ASSC

General Information

Mail boxes

Keys

Security

Food service

Offices

Supplies

Duplicating services

Parking

Telephones

Bulletin Boards

Facility Scheduling

Lost & Found

Purchasing

Technology support & repair

Smoking

Buildings & Grounds

Emergency Procedures

Professional Development resources and obligations

PEDAC

Professional Development Committee

Professional Personnel Committee

PIF

Trustee's Fund

Classified Professional Development

A. Classified Council

B. Characteristics of Skyline's diverse student population

Statistics & Demographics

Learning Communities

SEED

Guidelines & requirements for syllabus preparation

SLOAC

Course outlines

Division Requirements

Assessment & Grading

Pedagogy for various learning styles

Collaborative learning

8. REPRESENTATIVE METHODS OF INSTRUCTION:

Typical methods of instruction may include the following:

Lecture, guest lecturers, hands-on technology training, tours, films and discussions

9. ASSIGNMENTS:

Typical assignments may include:

Have each student present a lesson using a specific teaching methodology

10. EVALUATION OF STUDENT PERFORMANCE:

Credit/No Credit

Students will be evaluated on the basis of the following:

- Consistent attendance and active participation in class discussions and small group work
- Successful completion of interactive exercises and teaching demos

11. RECOMMENDED or REQUIRED TEXT(S):

Spring 2008 Feedback from Faculty and Staff on what to include in Orientation course:

From one professor:

Here's a few ideas for new employee orientation. For some of these topics, I've found individual people who oriented me very well once I figured out who to talk to, so it's more that an "orientation orientation" might be useful, so incoming folks know the point person for various areas. **By the way, I actually still don't know the answers to some of these and would very much like to!**

Computers:

- the general system Skyline uses (all work orders and tech support)
- who to contact if you don't yet have a faculty email ID (important for all else)
- options of how to email (i.e. no SSH) and how to post your course web page (i.e. no FTP)

Parking:

- where/when/how often/price of faculty parking permit
- faculty parking options when it's crowded (OK to park in student lot? visitor lot?)
- how to successfully wipe off a ticket

Office:

- how to get a copier code, how to work the photocopier (scanning options, etc)
- how to get keys (on-line option)
- where to find out room availability (one-off testing rooms, etc)
- how to request a classroom change
- procedure if you have to miss a day, either in advance or last minute (administrative, notifying students, getting a sub)
- how to use your phone (tied to email system; also, how to access from outside campus)

Other:

- procedure in case of unforeseen classroom situation (fire, flood, fire drill, unruly student)
- nearby food options beyond cafeteria
- main uses of library for faculty (reserve book procedure)
- how/when to order textbooks for one's classes
- procedure for ordering new equipment (and how to get reimbursed from petty cash)
- add/drop, waitlist, enrollment, withdrawal, final grade policies

Feedback from another professor:

What challenges do you face in teaching and what are the solutions and approaches you use?

I heard once that there are three different types of people in the world. Those that make it happen, those that watch what happened, and those that wonder what the hell happened. This saying has helped me realistically face the challenges of teaching. I find that while many of my students fall into the first two categories, I spend an inordinate amount of time trying to salvage the last group. This is my challenge; I just can't seem to let them go.

Here are some challenges my students present:

1. Students level of preparation for college is dismal.
2. Students do not know what it means to take responsibility for their own actions. Many tend to be in the "blame the teacher" mode.
3. Unwillingness to read and inability to finish assignments on time.
4. Lack of self-awareness as to why they are in college, a sense on their part that they are entitled to an education and we should make it happen.

There are challenges of my own making.

1. Setting limits.
2. I expect students should be as passionate about education as I was. Times have changed.
3. High expectations.

SOLUTIONS:

1. The BSI will assist some students with the "nuts and bolts" preparation and skills.

2. The BSI that I am working on has put together a holistic approach to college, incorporating not only basic skills, but also the importance of campus and community involvement, and self-awareness.

There should be a faculty/employee support area on campus, or the division meetings should incorporate issues that need addressing. I'd like to see outreach to full and part-time faculty by the division deans to as to what issues need to be addressed.

How do you accommodate for different learning styles? How do you approach different levels of preparedness in the classroom?

I realize that everyone learns differently, but a workshop on different learning styles would help me tremendously.

I mix up my assessments, i.e. quizzes, crossword puzzles, writing, group discussion, videos, music and I ask a tremendous amount of questions. I feel I'm bound to hit almost everyone in the class. I constantly remind myself that not everyone is at the same level.

This semester I took the time to do a learning skills one of my classes. They were very grateful, however, I do not want to have to take a full class session to go over basic information that I feel students should have gotten at the high school level.

How do you incorporate teaching basic skills? What goes into writing a good test, paper topic and/or assignment?

As mentioned above, I incorporate basic skills throughout all of my classes every time we meet. It could be as simple as saying "this is big people school folks" to taking them to the library for a session on research and citing sources. (This has been a blessing for my students as I do notice that resources are more academic (they're not relying on wikipedia) and they are learning the MLA process.) Term projects have gotten better. I'd like to see the Library research course incorporated into every course syllabus. I will do this in the fall.

Many of use have had no formal curriculum and instruction courses. I had one. I make up most of my own assignments and term paper questions using various resources.

1. I think the idea of visiting instructors is a good one to get an overview on other's teaching styles.
2. Flex day activities on what constitutes a good term project or assignments.

What specific assignments would you suggest for your colleagues?

1. Visit instructor's classrooms. See what kind of techniques they use.
2. I'd like to see some of my colleagues be willing to be open to new teaching methodology. Good luck.

How would you present helpful classroom methodologies and techniques?

1. Through workshops and flex day activities.

Feedback from another professor:

What challenges do you face in teaching and what are the solutions and approaches you use?

- challenges
 - o student lack of preparedness
 - o sense of entitlement
 - o no idea what the role of "college student" entails
 - o lack of organization
- solutions
 - o hold them to consequences as outlined in the syllabus
 - o I put the day's agenda on the board and everyday follow the same routine in terms of how I run my class (announcements, review, new material, etc). Shortly after classes begin students know what to expect the minute they walk in to the door. This routine and structure gives them info about how to behave in my classes and is one way I try to help them develop their role as college students
 - o Very small bit of time spent on time management/organization. Give them a Student Handbook to help with this

How do you accommodate for different learning styles? How do you approach different levels of preparedness in the classroom?

- learning styles
 - o Incorporate every modality. Combine lecture with visual aids (ppt, transparencies, video clips, etc), small group discussions, and activities from the instructor's manual to illustrate or expand on concepts discussed

in class. I find the use of the Socratic method helpful in keeping students engaged (even if it's due to the fear of being called on!). Writing their responses on the board really motivates students to contribute.

- Incorporate real world applications. Despite learning style, if a student can personalize the info then they'll remember it better. Use of popular media is very helpful with this. I use movies, TV, music to help with this. Students bring this info in to class as well.
- Test via both multiple choice and short answer.
- different levels of prep
 - I don't do this well. Students see the syllabus the first day of class and know what the assignments are. The first assignment is due quickly after the semester starts and I find that this is kind of a weeding out process for the students. I need help in this arena.

How do you incorporate teaching basic skills? What goes into writing a good test, paper topic and/or assignment?

- basic skills
 - I don't know that I do other than giving writing assignments. To be honest, I dread giving these in my intro classes because writing skills are so poor that they take forever to grade.
 - Give review quizzes.
- good paper
 - Be as specific as possible in terms of your expectations, even to the point of including an example.
 - I include a breakdown of how the paper will be graded.
 - What I used to do – and need to do again – is have my students attend an orientation in the library and have someone from TLC come and present on citing sources (a real trouble spot)

What specific assignments would you suggest for your colleagues?

- Not sure what you mean by this, but I would really suggest the following in terms of what might be helpful for a new teacher:
 - hook up with an experienced teacher in your discipline. This is so helpful in NOT having to reinvent the wheel. I met with someone just one time 18 years ago and still use many of the activities and ideas she shared with me. This is also helpful in learning the ropes regarding departmental stuff (how to use the copy machine, for example. I am forever in Rosie's debt for her help)
 - use classroom assessment techniques like clear/muddy, KWL+
 - choose a book with a good instructor's manual. To me, these are invaluable.

How would you present helpful classroom methodologies and techniques?

- have someone visit a class
- flex activities
- act as a mentor