



February 16, 2010

COLLEGE SUCCESS COORDINATING COMMITTEE

Room 1319

Committee Members Present: Lori Adrian, David Hasson, Michael Hoffman, Rick Hough, Rob Johnstone, Melissa Komadina, Lucia Lachmayr, Virginia Padron, Leslie Shelton, Leigh Ann Sippel, Phyllis Taylor, Mike Williamson, Karen Wong, and Soodi Zamani; guest presenter Pat Deamer (Math Academy)

Committee Members Absent: Connie Beringer, Aileen Conmigo, Sue Lorenzo, and , Rick Wallace

Recorder: Karen Wong

**Materials:**

- 1) Notes from the 11/17/09 Meeting
- 2) David Hasson's Powerpoint presentation on Contextualized Curriculum

**Agenda Items:**

- 1) Review and approve the 11/17/09 minutes—approved with one minor revision
- 2) (1 h. 15 m.) Continued discussion of Math options from the last meeting: Discuss ideas to strengthen student success in Math, a follow up to analyzing the Math Cohort Data.
  - a. What are the benefits and drawbacks? What are the implications if we pursue that plan (ie., to staffing, resources needed to implement and sustain, impact on current programming, etc.)?
  - b. (Pat—10 min.) Skyline's Math Academy
    - i. Overview: a two- year program that is part of ASTEP that goes from basic skills to transfer (elementary, intermediate algebra, and stats) with the same Math instructor; students also take other courses in the ASTEP LC such as Speech, Coop. Ed, and/or COUN100; if students place in BS for both Math and English, they are advised to only take one; the Math instructor and former students provide 6 hours/ wk. group tutoring; counselor is embedded in the classroom

and meets with students outside of class to “case manage” the students by creating their SEP and addressing other needs, such as financial aid, EOPS eligibility, etc. ; preliminary research shows that the Math 110 ASTEP cohort is passing Algebra at almost twice the rate of a comparable group.

- ii. Why aren't we scaling up? How can we flesh out which components are central to the program that can be duplicated no matter the personnel? Granted, the program is successful in part because of Pat's and Pauline's unique approaches, strong connection to the students, and absolute commitment. They certainly have to go the extra mile. But there are clear components that characterize the program: a case management approach by the counselor and teacher, the “owning” of student success, integration of student services with instruction, contextualization of learning, mentoring/ tutoring by former students.

On the other hand, we need to consider the shrinking budget—case management in the classroom can get expensive, which is a key part of the program.

- iii. Given the budget constraints, how can we create something like Math Academy? We could tap into existing resources on campus that complement the goals of the program. For instance, though TRIO is not a classroom model, the student sees the counselor twice a semester, and receives tutoring from staff in the LC. And their preliminary research shows that students who work with math tutors are succeeding at almost twice the rate. It's clear that having a dedicated counselor for students in specific programs works effectively. Given TRIO's model, perhaps the most cost effective model is not to embed counselors in the classroom, but rather to meet with students outside of class.

Another way is to integrate assignments across two disciplines along with creative scheduling of the two so as to foster a sense of connection. Issues might arise—are the faculty willing to collaborate when very few students are impacted? how do we get students to enroll in both courses? who will grade the common assignment? FYE (a.k.a. “ACS LC) is addressing those issues by offering a much more prescriptive schedule to students. The challenge is in carving out the time and resources to facilitate the collaboration. Also of concern is that the FYE that will be piloted

next Fall is primarily staffed by adjuncts, whose job security is precarious and who may not have the time to dedicate to students.

It's also good to establish student mentoring/ tutoring for continuity. Co-op Ed. might be one means to give students credit for fulfilling those roles.

- iv. On a related note, is there a way for faculty to see which programs students are part of? (i.e, EOPS, Puente, etc.) Only those who have access to Banner can see this information. But it could be very useful to a faculty member who wants to help students, particularly struggling students.
  - v. How do we have a more deliberate conversation about how these programs can complement each other? Support the FYE LC, where those conversations are taking place. Connect to other programs intentionally.
- c. (Lucia/ Soodi —5-7 m.) Intensive summer review prior to placement→ Pasadena's Math Jam

(<http://www.pasadena.edu/externalrelations/TLC/mathjam.cfm>)

[http://www.achievingthedream.org/\\_pdfs/\\_strategyinstitute07/PreparingStudentsforSuccess.pdf](http://www.achievingthedream.org/_pdfs/_strategyinstitute07/PreparingStudentsforSuccess.pdf)

Pasadena Community College's Math Jam is a non-credit intensive two-week review of Math during the summer so students can re-take the placement test. Many place an entire level higher. The incentives are getting a coveted reserved space in a Math class and receiving a free textbook, besides the other benefits of increased confidence, motivation, etc.

Recommended: Something like Math Jam is worth exploring. Mike and Lori will cost it out to see whether it's viable. Another option to prepare for the placement test is a pre-existing package offered by Pearson for which students pay \$10. Rick is exploring with the Math department this test preparation package. Regardless, it seems worthwhile to pursue outside funding, for instance asking the Foundation to pay for books for students to rent. (PCC is drawing from grants such as the Title V, SPECC, SPIRE, etc.)

- d. (David—5-7 min.) Contextualized Curriculum/ Alternative Pathways (besides Transfer)

There are various models. David's primary concern is whether the approach prepares students for lifelong learning or for the specific vocation at hand. The contextualized learning, such as learning the Math needed for a specific task such as solar installation, may help students feel more invested in learning it. On the other hand, if the curriculum is primarily occupational, then students may not be able to see the big picture (ie., environmental issues). Is there a way to blend both, so the learning is purposeful for a specific occupation, yet also prepares students to pursue a traditional academic pathway if they so desire? That is the approach he's taking for curriculum he's designing for a summer program that is funded by a San Mateo Workforce Development grant: Math and English in a green economy.

People noted that while students who were trained in our biotechnology program are now back at our campus because they got laid off with the industry's downturn that at least they're here. These former students now know how to tap into resources, and they also feel confident enough to enroll since they've experienced success in these programs.

- e. (Rick—5-7 min.) Accelerated Curriculum (see e-mail from CSM's Jay Lehman) Math 110/ 120 are offered in one semester. Preliminary research shows a very high success rate with students who were able to persist through both halves, but some didn't make it through the first half. Meanwhile, other students wanted to only join in the second half for the accelerated 120. This accelerated option requires absolute dedication from students.

Should it be offered as 2- 5 unit short courses, or 1-10 unit course? The former maintains the cohort, but what happens to the students who don't pass the first half? Plus if they fail 10 units, their overall GPA could be adversely impacted.

Students definitely need to be apprised of what is expected of them—sufficient time to study, accessing of tutors and counselors, etc. Given that many of our students work PT, it might not be feasible for our student population.

Recommendation: Hold off until we can get FYE off the ground.

**Regular Meetings:** Please save the third Tuesday of every month to meet, March 16, April 20, and May 18, 1:30-3:30, in Room 1319. E-mail Golda Gacutan if you didn't receive the Outlook invitation.

11/17/09 E-mail from CSM's Jay Lehmann to Rick Hough

RE: Accelerated 110/120

All,

The following just in from Jay Lehmann:

“overall, i was pleased with the results with the accelerated course. no studies, though. basically, the success rates for elementary (first half of semester) were higher but the success rates for intermediate (second half) were about the same. nothing that noteworthy in those numbers.

BUT, those that did pass both parts really knew their algebra. i gave more As than usual. although did seem like in more recent semesters that pattern wasn't as clear.

if nothing else, it was a vehicle for some students to get a lot of their math done in one semester.

most important: the success rates would've been MUCH higher if i could have offered a 10-unit course rather than two 5-unit courses. i couldn't go the route of a 10-unit course because enrollment for the math 110 part was low, usually around 20 or 25 students. the math 120 part was quite high: 45 students. if i'd offered the 10-unit course, i suspect the enrollment would've been about 20 or fewer students.

even with the split courses, our dept has put the fast-track course on ice, due to the budget. once we're back in the red, i intend to use my combined book. maybe i'll even push for the 10-unit course and really market the heck out of it to students. the 10-unit course would be WAY better because you wouldn't have to review the linear curve fitting, etc.

if you guys get the course up and running before we do, i'll be envious. it was an intense and fun course to teach!”

j