



COLLEGE SUCCESS COORDINATING COMMITTEE MEETING

**February 17, 2009
1:30p.m. to 3:30p.m.
ROOM 1319**

Minutes

Committee Members Present: Lori Adrian, Co-chair, Karen Wong, Co-Chair, Connie Beringer, Jacquie Escobar, Rick Hough, Rob Johnstone, Melissa Komadina, Lucia Lachmayr, Sue Lorenzo, Leslie Shelton, Leigh Ann Sippel, Phyllis Taylor, Rick Wallace, Jeff Westfall, and Soodi Zamani

Committee Members Absent: John Chavez, Aileen Connigo, Linda Van Sciver, and Mike Williamson

Recorder: Golda Gacutan

1. Continue updates

- If you've already implemented your planned action, what is your progress to date? What are you excited about? What are the challenges you've experienced? What help or resources, if any, do you need from the steering committee?
- At the completion of the spring 2009 semester, what "product" will you have created as a result of implementing your planned action? (i.e., a program to institutionalize; a handbook/reader; a report, but to whom?)
- How do you plan to document whether your planned action has made a difference? More specifically, how do you plan to measure it (i.e., pre/post activity or questionnaire, survey, etc.)?

I. Karen opened the meeting. The following updates, announcements, and actions followed:

1. Linda Van Sciver will be the representative for the DSP&S department.
2. The updated version of the BSI plan will be sent electronically to the group and not printed out for members due to the multiple changes that occur daily.

3. The group agreed that the PIO representative will be invited to attend, as needed.
4. The group reviewed the minutes. Karen made revisions as changes needed to be made. The minutes were approved with these corrections.

II. Rob Johnstone clarified priorities for the plan with the committee due to limited staffing in his office. He'll have some research available in late March/April, and he'll have more completed in the summer. He will provide an update on what will be prioritized on the BSI website. He shared these points with the group:

- a. Our basic skills data is fairly consistent with the data statewide (via ARCC).
- b. Placement validity of who got into Basic Skills is similar to research he did at Foothill, though it is not so easy to research. But he did find that those who did well in the first class generally did well in subsequent classes. He's aiming to have that data by the April meeting, including breaking down the success according to grade.
- c. Students make multiple attempts at ESL before attempting ENG 100. Those who repeat courses do not do as well as those who pass the first time around.
- d. Rob will get the progression numbers here at Skyline. He said that generally, community college students that start at 3 or more levels below barely make it to the college level class. He mentioned that Pasadena College combined and accelerated basic skills math classes and students passed at 75%.
- e. Producing an Impact Survey and obtaining the persistence rate will not be a problem. He hopes to get the cohort tracking done in March.

III. Committee members gave Planned Action updates:

- a. (B-7) Jacquie Escobar reported that Nate Nevado is coordinating activities and shared a summary of his reports. Through outreach efforts, faculty members are working with high school students in San Mateo County. They are physically on site at the high schools teaching Career 100. They are in the process of hiring campus ambassadors to help with outreach efforts. Lori commended Nate and the outreach group, adding that students are coming to campus more informed. Before Nate came on board, CSM and Cañada recruited in our areas. Rick Wallace added that learning communities are helping with the outreach efforts. Project needs from last semester included adequate funding for outreach staff and HYPHE. Campus Ambassadors are paid through work study. HYPHE is supported through PIF and additional monies from the basic skills funds. A question that remains is how these outreach efforts are being assessed.

- b. (C) – Phyllis Taylor reported that the largest project done most recently was the On Course 3-day training. Because the event was so successful, Jeff Westfall volunteered to have an On Course reunion on March 11.

Another Flex date will be in fall 2009 in October. Professional development is going to focus on the classified retreat, introducing On Course in May.

Phyllis reported that she cut back on producing the Newsletter to four times a year, adding that it is more dense and compact. She will continue to post conferences. The good thing about professional development is that it had shrunk down to not much and now it has a lot of things going on and seems to be on target now. Phyllis said that she does not know about the Counseling Summer Institute, but that she will talk to Rick Wallace.

Faculty inquiry group from fall 2008 focused on the issue of plagiarism. Phyllis added that we may need a campaign to raise awareness about what is considered cheating, especially in basic skills classes. Connie Beringer commented that cheating often arises from students putting pressure on themselves. Leslie Shelton added that it's all about the pressure to perform. People will do what they need to do to succeed. The group asked whether it has to do with social norms, and if so, there has to be another way to get address that source. Rick Wallace responded that students often do group work and don't see helping each other as cheating. Phyllis said there may need to be a subgroup to look at this issue and that there is a need for social change, and Leigh Ann responded that there should be someone with a social psychology background. Karen mentioned that there are leaders at this table that can get the message out to the campus as a whole. Lori volunteered to be part of the committee.

As to what our campus can do, the faculty inquiry group suggested creating an ethical code of student conduct that students can abide by and sign. This approach has more to do with an internalized sense of morality, but the code should be written in collaboration with students. Karen and others in her department favor making students more informed about and personally responsible for not plagiarizing, which connects with an OnCourse approach. It also could tie in with D5 (the role of emotions in learning). Amory is working with students on a code of conduct, but they're struggling with coming up with a code. There also is an on-line program called Turn It In that helps to identify potential plagiarized texts. Leigh Ann Sippel commented that it can catch plagiarism some of the time, but it's not a catch all. Currently, we have a limited license, but if there is a demand, then we can ask the District to expand on the program.

Donna Bestock is helping to design a .5 unit course to orient new faculty; the problem is that we haven't been able to hire many new faculty lately.

- c. D1. This project is now being sustained and supported through two external means, CalPass and the Hewlett Foundation Faculty Inquiry Network grant. CalPass is in the midst of researching articulation between high schools (last two years) and colleges (pre-transfer and transfer) in English and Math. Through the Hewlett Foundation's FIN, Leigh Anne (ESOL) and Luciana (Foreign Languages) are working with Early Childhood Education to explore why a cohort of ECE students have low success rates.
- d. D2. The team has convened and is currently looking into middle college models; initial models have been done. There is funding from grants in Career Technical Education with the initial work done by Murrell Green. Implementation of this project is probably at least a year out.
- e. D3. Leigh Ann announced that the English Language Institute is going to open this fall, but they need a location. They hope to have in place a program services coordinator, and there will be a course so that students can sign up and get credit for staffing the center. The ELI will not just be for placement test data; the idea is to create a center for various needs, so students can get information in their own language, tutoring, support functions, and be an overall clearinghouse of information. The staffing will be by students with multilingual and multicultural backgrounds. This project is being funded by the Chancellor's Office grant thanks to William Watson. The next task is to get diagnostics to find out who these students are, then to get the curriculum for them. It will take a while before getting a certificate program here like Cañada's. It is a 1 ½ year grant. She is currently looking at what portion of the population can utilize the materials that are available.

In terms of publicizing the new center, Phyllis asked if there is a way to tie this information into orientation or to have a contact person. The CSICC members also would like to know if the website and brochures could be in different languages, and next year, if we can have buttons that specify languages.

Action Item: Connie Beringer is going to follow-up and check on spaces and will know more this week.

- f. D4. Rick Wallace reported that for Summer Bridge, CAOT and Art classes will be linked to Counseling/Career classes for a 7-week time frame. They will be using the PEP (Priority Enrollment Program for graduating high school seniors). Nate Nevado is looking into how to tie it all in together. This program is also connected to Welcome Day. Hermanos (3rd year no longer eligible for PIF), Hermanas (1st year), ASTEP, Puente, are all invited to participate. A suggestion was made that before PEP dates, there should be a course guide for the summer bridge program.
- g. D5. Leslie Shelton and Beverly Muse led a seminar last spring that attracted about 150 students, faculty, and staff. Open to faculty and students, the first seminar was about shame,; the second seminar was a “Journey to Wholeness,” just for students, and included coping strategies. It was a very emotional experience for students. Lori said that we should continue the seminars and suggested discussing current economic stresses. Leslie would like to see the task force look into this idea. Lucia said that it can be tied into On Course.

In the fall, they also created a 4-week short course, “The Pressure to Succeed”. It was successful, with about ten to twelve students. Karen asked what was most effective, the seminar or the short course format. While both are valuable, the fact that seminars are free might be a perk.

They are going to work on creating flex day seminars to update faculty on emotions and learning.

Action Item: Phyllis will send Leslie a list of faculty who participated in On Course.

- h. D6. On hold.
- i. D7. Five Math, eight English, and one ESOL course have Supplemental Instruction (SI) attached to them. SI leaders are embedded in these courses. The question was raised as to whether the classes and SI be computer linked when students register. Connie believes that by not hard linking the courses, students find it harder to stay committed to the SI course. Linked courses also help students to plan for their entire schedule, as opposed to scrambling at the beginning of the semester and having to adjust their schedules to accommodate the SI. Math SI is not hard linked, but Mike is going to wait to see how it works out. Also discussed was how to compensate SI leaders to create resource lesson plans and materials for future SI classes.