



March 16, 2010

COLLEGE SUCCESS COORDINATING COMMITTEE

ROOM 1319

Committee Members Present: Lori Adrian, Connie Beringer, David Hasson, Michael Hoffman, Rick Hough, Melissa Komadina, Lucia Lachmayr, Virginia Padron, Leslie Shelton, Leigh Ann Sippel, Phyllis Taylor, Karen Wong and Soodi Zamani; Guest presenter Jacquie Escobar

Committee Members Absent: Aileen Conmigo, Rob Johnstone, Sue Lorenzo, Rick Wallace and Mike Williamson

Recorder: Golda Gacutan

Materials:

- 1) Notes from the 2/16/10 Meeting
- 2) CSI sharepointe <http://sharepoint.smccd.edu/SiteDirectory/skycsi/default.aspx>
- 3) *Basic Skills Handbook (Constructing a Framework for Success: A Holistic Approach to Basic Skills)* <http://www.cccbsi.org/basic-skills-handbook>

Agenda Items:

- I. Review and approve the 2/16/10 minutes – approved as written.
- II. Resources
 - A. (Karen—5 min.) CSI sharepointe
 1. Please upload any documents related to your project(s).
 2. Let Karen know of anyone else who should have access.

Karen explained the sharepoint site. All members of the group have access to upload documents to site. Let her know if anyone else should also have access.

B. (Karen) *Basic Skills Handbook* – This handbook has useful tips, lesson plans, and resources from colleagues across the State. If you're in Counseling, ESOL, English, or Reading, you may want to share these resources with your departmental colleagues or experiment with them.

III. (Melissa Komadina—20 min.) OnCourse – January Flex, et. al.

For the two March flex workshops, Psychology Professor Jennifer Merrill and English 836 SI leader Jerrold Feiner were the primary presenters for one of the flex workshops that was very well attended, in which they discussed the pros and cons of implementing OnCourse strategies. Nohel Corral and Melissa discussed overcoming self-defeating behavior, providing a packet of useful resources.

In January, there was a 2-day OnCourse training on campus. Overall, it was well received. The 2-day focused on strategies, as opposed to focusing on principles and strategies as in the 3-day event. There is still interest in OnCourse 1 training.

Rob Johnstone designed a survey on using OnCourse, which has received 1/3 in responses.

From Oct. 21-24 in Burlingame there will be a 3-day training for \$964 and is open to those that completed OnCourse I. Melissa is currently working on acquiring Professional Development funds for this training. For this "Train the Trainer" OnCourse II workshop, folks are being targeted from each major area of basic skills. The idea is to get people in-house to lead OnCourse related professional development. There is interest in also holding OnCourse sessions for students.

Another area under consideration is customizing the OnCourse textbook to keep expenses down via EBooks. Whoever would like to run a OnCourse workshop for students in the Learning Center should email Leigh Anne. Leigh Anne will start sending out emails in late April. A short- course offering is also a good idea. Leigh Anne commented that the name of workshop is key.

Phyllis commended Melissa on her work, saying that she has observed that OnCourse is becoming more commonplace among faculty. Karen seconded the commendation.

IV. (Darlene Cardenas—30 min.) Hermano/as (Jacquie Escobar on behalf of Darlene)

PowerPoint Presentation is on the sharepointe site.

The programs are transitional learning communities from high school to college. In the first semester, the focus is to address learning issues through a culturally sensitive lens. The second semester highlights college and career goals and pathways. The program is primarily at South San Francisco High School. The target is 20 students, but the actual numbers are Hermanos – 20 and Hermanas – 30.

When students matriculate to Skyline, there is a need to better identify and distinguish between Hermanas and Hermanos *program* students and Skyline Hermanas/Hermanos students. It was suggested that students take a Career 650 as a transition from high school to college. Darlene may teach one section specifically for these students. It's the same population. It matters which group students identify themselves with for data and follow-up. At the high school, clarification is given on the difference between Hermanos and Puente. Not all students have high enough placement scores to directly matriculate into Puente. A discussion ensued on students breaching the contract (ie., meeting with Darlene regularly) since there isn't a repercussion like EOPS. Rick questioned whether the 2.0 GPA is a high enough expectation, explaining that it doesn't seem high enough to reach a goal or progress, but the Hermanos see the goal as attainable given the students' prior history.

Hermanos students are participating in all types of campus and community activities: Financial Aid and scholarship workshops, PEP Day, mentorship program, Ed Summit, adventure challenge course, family & community involvement, university campus visits, Rock the School Bells Hip Hop conference.

Changes: The high school is requesting a change in recruitment, particularly Latinos with higher GPA's who may also benefit from the support structure. Another change is integrating courses for Hermanos and Hermanas.

Jacquie shared that there are four students that go back to the middle schools, create their own curriculums and get students excited about high school.

Soodi suggested adding courses, linking courses, like learning communities so that there is communication between faculty and counselor. There may be a need to start recruiting faculty.

V. (Michael Hoffman—50 min.) (FYE) First Year Experience Learning Community (once known as the ACS, Achieving College Success Learning Community)

The pilot program is now in the course schedule, and Michael created a couple of draft flyers to recruit students. Counselor Lavinia is committed for the spring, but no one is in place for fall. Rick commented that everything that gets created needs to be documented; he also expressed concern that the majority of participating faculty are adjunct.

Discussion then turned to the project's budgetary needs. Michael says that there needs to be funding for specific aspects: counseling hours, meetings between LC faculty, duplication of brochures, coordination time. (handout)

Action: Lori will run the numbers by Eloisa.

In terms of marketing, Michael presented this learning community to the counselors. For students, he's doing so through e-mail, the Early Alert Program, and an ad for the fall schedule. Folks also suggested presenting at PEP, adding an announcement to the College website, getting on the agenda for the high school counselors breakfast, and get a list from Andy Davis of students who place at those levels to send letters to.

For registration, classes are going to be hard linked. How will this be maintained for just FYE cohort? What are the eligibility courses, Math 110 or ENGL 826? An FYE student is someone with 0-30 units.

The tricky part is enrolling students into all the classes. Suggestions from group: counselors are going to be key; need to get it out there that the classes are hard linked and there is no exception; phone calls need to be made when the deadline draws closer and recruit students that place in Basic Skills classes; target EOPS and TRIO students.

FYE Handout Flier – suggested by group that it be set-up in a brochure format, to add days/times for classes. It was suggested that Michael work with Caroline Ocampo.

Currently, spring classes will not be hard linked. Michael is working with Dennis Eadus for English. Faculty will be submitting their classes by end of spring.

VI. (Lori & Karen—10 min.) Budget update

Presently, virtually all of the funds have been committed because there have been so many worthy proposals. Only a couple thousand dollars remain after this year. Next year's allocation, if any, will not be known until October of this year.

Creating 3 categories: (1) Fully fund, (2) Partially fund and (3) Defund - defunding those that have been institutionalized or have another funding source. Those affected will be notified once the list is finalized.

Update from Rick-- Pearson will pay for the software for the placement tests.

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