



April 19, 2011

COLLEGE SUCCESS COORDINATING COMMITTEE

ROOM 1319

Draft Meeting Minutes

Committee Members Present: Connie Beringer, Nohel Corral, John Freedman (for Rick Hough), David Hasson, Vanson Nguyen, Virginia Padron, Rick Wallace, Karen Wong, and Soodi Zamani, Lucia Lachmayr

Committee Members Absent: Joe Madrigal, Sue Lorenzo, Phyllis Taylor, Mike Williamson, Melissa Komadina, Rob Johnstone

Recorder: Soodi Zamani and Virginia Padron

Review of minutes from CSI Coordinating Meeting (03/15/11)

Committee approval of Minutes

Minutes from 3/15/2011 approved with minor corrections.

Committee Remarks:

Notes from Tuesday March 15th, 2011 Meeting – CSI Coordinating Committee Meeting

In response to the role of Puente from the 3/15/2011 minutes Lucia L. said that it is a common misconception that the Puente Program only focuses on promoting the UC'S and that this is not true. We expose students to the UC'S, CSU'S and Private Colleges. We want to push them to higher levels and attending the UC'S as well as private colleges. We encourage students to go to the highest possible goal. Lucia mentioned that at first she was concerned about the FYE program would be in competition with the Puente Program but after looking at the curriculum and speaking to Darlene she feels like the Hermanos/ Hermanas Program have limited offerings and they need study skills and career planning which the program will address in their first semester. She currently feels it would not compete with the Puente Program because the students won't be at the level to enter Puente.

Connie B said that the Puente Program and Puente teachers mainly focused on student's transferability to the UC'S in the past.

Karen W. said that Puente is not solely focused on UC'S.

Soodi stated that Karen expressed concern regarding the proposed learning community and its possible impact on the Puente enrollment. Karen's comment will be added to the minutes.

Virginia said that the minutes were approved with minor corrections. First agenda item was to discuss the FYE program.

Soodi introduced the 2011 -2012 LEAP program flyer and proposed targeted students. She introduced Darlene's proposal for FYE LEAP Program.

Nohel asked if the LEAP Program would be infused with the current FYE Program.

Lucia asked if the Leap Program would be a supplemental program.

Virginia stated that we have spoken to Mike W. and he was very supportive of the FYE -LEAP program and felt that it was better to place this program under the umbrella of FYE.

Nohel asked if there will be two FYE cohorts and Virginia stated that both programs will be running simultaneously.

Virignia stated that Darlene and Vanson have been working together and that in fact the FYE cohorts will be introduced side by side in the fall schedule; Virginia also stated that she wanted to give a little background information so the committee was sure that we didn't move forward with this program without the appropriate consultation.

Lucia asked if the FYE-LEAP Program would be funded through CSI funding. Virignia and Soodi replied that, the funding will be coming from the fund 1 account. Soodi already teaches a Math 811 course and Virginia teaches a Career 136 course and Darlene a Career Seminar course but for the Fall Semester these courses will target FYE- LEAP students.

Soodi stated that Darlene will coordinate the FYE-LEAP Program and continues working with the Hermanas/Hermanos students. Currently students completing the Hermanas/Hermanos Program are not being transitioned into other courses because their skill level is lower than Puente and FYE students. The FYE-LEAP Program will offer them an alternative curriculum.

Vanson said that FYE -LEAP is similar to the FYE Program because they are a first year experience program except that the FYE -LEAP program coordinated by Darlene will target the math 811 students and FYE will target math 110 students. Vanson has started regular discussions with Darlene in terms of how they can compare what's working to enhance both programs.

Soodi stated that the FYE- LEAP Program will consist of 6 units the first semester and 7 units the following semester as opposed to the FYE program that has 12 units or more course offerings each semester. Students in the FYE- LEAP program can select 6 elective units each semester by working closely with Darlene as their counselor to select those courses.

Connie mentioned that students could be encouraged to take English courses as part of the additional elective units. She reminded the committee that the data indicates students don't do better or worse if they take both English and math at the same time.

Soodi said that we want to encourage students to transition from one learning Community to another if it's advantageous for them to do so.

Dave H. reported on contextualized curriculum. He developed the Math curriculum for environmental science. The classes were offered during the summer of 2010 but were cancelled due to lack of enrollment. This curriculum was developed through the funding through pathways through Career Ladders Project. Dave attended a conference held by the Career Ladders Project; Sue Parsons who presented on contextualized curriculum model is based on Faculty inquiry Groups that creates integrated assignments. David tried to create an inquiry group at Skyline but it became a difficult process for everyone to meet. There was a stipend of \$300 for every faculty who participated.

The main idea focused on pairing Math, English and CTE. The most difficult component is getting the English and Math instructors to meet with each other. At Skyline we had the following participants:

Puente- John C. & Lucia L. created an assignment for English 100 and Math 110. They focused on the qualitative component in English and quantitative component in Math.

John F. & Jeff W. created a math 811 and English 826 integrated assignment.

Liza and David worked with the Kababayan students looking at trends in specific moments of Pilipino History

David H. asked where we wanted to go from here with all the integrated assignments. The value of the assignments is not just creating the assignment but a community of practice. The emphasis is about old timers teaching the newcomers and connecting existing programs on campus. The contextualized teaching is not as important as the Learning Communities. It is the bond that students in the Learning Communities have to one another that makes learning happen. The value of former students coming back and assisting new students is very important. It is important to find the right classes to pair together, the scheduling of the classes are important to do but difficult. Dave also stated that we may want to combine the CTE in one Math class instead of different segments. This might assist in solving the lack of enrollment.

Connie stressed the importance of informing the campus community regarding the contextualized curriculum work that has been done. It has to be placed on the agenda of the departmental meetings to inform the faculty.

David H stated that the way the contextualized curriculum is occurring presently on our campus is through part time faculty and if the person gets a full time job all the work disappears. If the grant money goes away it all disappears. This needs to be integrated into the culture of the campus.

The reason we have one of the highest transfer rates of the state are because of programs like Puente, Kababayan and ASTEP have been proven to be successful. Clearly we need to include math in existing Learning Communities than extend it to the CTE Programs.

Rick W. Mentioned that more than 50% of the students on campus are undecided. Incorporate the decision making process in the classroom to include career classes as part of the Learning Communities. These career classes will assist students by motivating them and assisting them to define their career goals as well as motivating them in math and English courses to focus on their goals.

Karen stated there are two parts to the problems that you are addressing. 1) How to use contextualized curriculum in the classroom. It will be frustrating to do all the work and when the grant money goes away to have it disappear. It would be great to present the idea to the faculty and use it in their classroom to fine tune it. 2) Let the problem solving as far as scheduling be done by others. David might want to start with Math and Allied Health with its strong enrollment after it is proven successful to scale it up to include other courses. Karen also recommended that David H. inform the campus community of what he has done while continuing to work on the community of practice to use students to assist other students.

Virginia suggested that David H. present his contextualized Learning information to the counselors at a future meeting.

Connie stated that we need to schedule the Math and English meeting in the near future. David will speak with Tadashi and Connie to set up a joint Math /English Meeting to discuss Learning Communities and contextualize curriculum.

The Committee broke up into two groups to collaborate and discuss most effective components of a Learning community. They concluded with the following components:

- 1) Generational / layered (Mentoring) , student teaching students in lower levels
- 2) Building a sense of community, belonging , having a common denominator
- 3) Build bridges of Excellence
- 4) Autonomy
- 5) Integrated Assignments
- 6) Faculty collaboration
- 7) Coordination , planning
- 8) Connecting to campus community , college culture and community resources
- 9) Scheduling and hard linking classes
- 10) Value of Learning Communities being supported by administration, Institutionalization
- 11) Communication across all Learning Communities

Lucia recommended that we have a conversation to assist the Learning Communities in their expansion. The new Learning Communities should be engaged in continued dialogue with one another.

Lucia stated that in the original BSI plan there were talks about having numerous specific learning communities for different career paths.

There were discussions regarding coordination of someone in charge of all the learning Communities.

Soodi asked the Committee how they felt we could bring more discussion campus wide to include how we at Skyline want to manage our learning communities. How do we want to go about making recommendations in terms of our existing Learning Communities?

Karen stated that there was an important distinction to be made about the existing Learning Communities such as ASTEP, PUENTE and KABABAYAN, these programs have coordination built into the program and BSI involvement would have first year experience contextualized learning, these would be the programs that will need some overall coordination being addressed. Those other 3 don't want to be under the umbrella.

Nohël mentioned that at Cerritos College each Learning Community has a different program and there's a larger umbrella with a coordinator who organizes events in which all the learning communities participate in.

Soodi asked how we can expand this dialogue to the greater campus community.

Lucia stated that a Learning Community could be highlighted in Skyline Shines. An individual from each Learning Community can be highlighted. She also recommended a Flex Day for Contextualized Learning.

David H. Learning Community Coordination, sharing ideas, recruiting, integration of Student services, linking courses and integrating assignments

Connie B. recommended giving a presentation for department Meetings

Soodi: What do we want to promote and how to have dialogue around this? Contextualized curriculum, how do we get the campus involved in the decision making? We might want to talk to the coordinators of the existing Learning Communities and solicit their recommendations as well.

