

Minutes for S4S Meeting, April 28, 2011

Attendees: To be updated

Planning for Next Year (Update): The committee decided to disband the curriculum and research subcommittees on org. chart; a website/marketing committee was formed.

Subcommittee reports:

FYE: An overview of the program, Cougar Days and Orientation Days was provided. The committee expressed satisfaction with the addition of Counseling 111 to the slate of classes being provided to incoming FYE students.

SCV Learning Consortium: Catherine reported the following developments for the SCV English and Math Learning Consortiums

- Math had last meeting Monday, April 24. The consortium is hoping to finish PPT for being a successful Math student in early fall for dissemination. The consortium need to meet to discuss a dissemination plan for sending out the PPT and materials.
- Math would then move forward with topics of focus for meetings after that.
- English had a norming session. HS teachers developed an in-class writing prompt to students. Copies were made for norming rubric based off the English 091 SLO.
- English seems on the same page for what are important skills for writing. (Thesis, argument, analysis of evidence, organization, topic sentences, etc.)
- Next meeting with look at out-of-class essays.
- Suggestion made for dissemination production to share with HS and COC faculty.
- Recommendation: 4 years of writing-intensive classes for all high-school students.

Professional Development: Brandy sent out the subcommittee minutes. Planning is already underway for the Spring Symposium. During fall FLEX, the committee will be reshowing *Race to Nowhere* with a faculty, student, and HS faculty panel. An update was provided on the Skilled Teacher Certificate. The subcommittee is working with ITL and FDC to communicate and disseminate information about the certificate to faculty.

Noncredit to Credit Transition Team: The focus of the team is the Transition Workshop, May 12 (10:30-12:00 UCEN). This workshop is meant to help move students from level 3 and 4 ESL and GED to credit courses.

Supplemental Learning: As the program continues to grow and stabilize we approach a crossroads; Jose will continue on as leader and we will pay English and Math faculty to revise content for workshops/GLAs. A discussion followed about the cost of having instructors teach workshops at the faculty overload rate. We discussed paying pay high-level tutors or non-credit instructors to run workshops. Overall, the committee agrees that we need to make plans for institutionalization.

Research Update: (IN PROGRESS)

- FYE data analysis: retention and success data + TLC/SL
- Applied Math: data compiled with applied v. non-applied math

- SL Surveys are being analyzed next week. Part-time person will code survey.
- Math and English Focus Groups need to move forward; we need incentives for students (current and past BS students in English, Math, and ESL)
- PAL study is moving forward
- Repeatability study is in progression to look at how many times students repeat a class.

(NEAR COMPLETION)

-SL data presented. The success and retention data show strong correlations between the number of supplemental learning activities attended and increases to retention and success. The success data is most compelling for Basic Skills English course.

Acceleration Update:

English Acceleration FIG:

- FIG attended conference; acceleration is undefined—more defined with time.
- Models were examined. Committee wants to proceed with course. Course will be presented to the dept. soon for feedback.
- English 081/091 in one three unit class. Counseling 111 an advisory course with those who enroll. Students will need the soft skills to be successful.
- Offering experimental English 099 for Spring if approved and submitted by early Fall.

Math Acceleration Group:

- Math 075: 5 unit non Stem students Math 060/070 combo course. Piloting in Spring 2011.
- Applied math was a good launching point.

Next meeting May 26, 2011 in LIBR-206 at 1:30