

2008



Crossing Borders Implementation and Assessment

smccd

1/1/2008

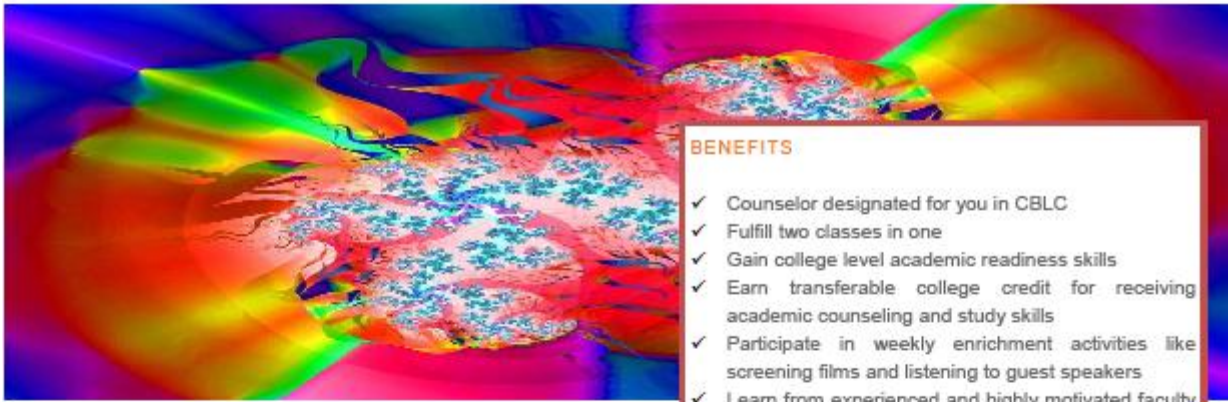


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Introduction

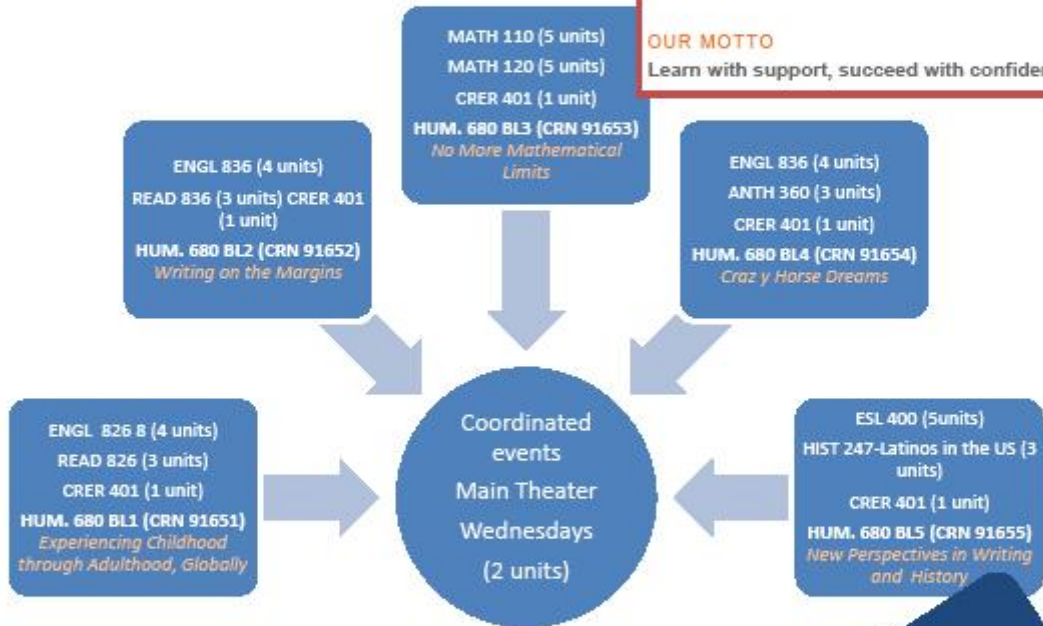


BENEFITS

- ✓ Counselor designated for you in CBLC
- ✓ Fulfill two classes in one
- ✓ Gain college level academic readiness skills
- ✓ Earn transferable college credit for receiving academic counseling and study skills
- ✓ Participate in weekly enrichment activities like screening films and listening to guest speakers
- ✓ Learn from experienced and highly motivated faculty and staff
- ✓ Explore the themes faculty designed for classes

OUR MOTTO

Learn with support, succeed with confidence



CROSSING BORDERS

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Designing Integrated Learning for Students

- 1) **Personally Engaging Learning: What POWERFUL LEARNING EXPERIENCES do we want to build for our students in Crossing Borders?**
- a) Hands on/Inductive/Student Centered
 - b) We want to be INSPIRING teachers
 - c) Guide or tutor our students to the AHA moment using many methods—we want our students to have MEANING associated with their learning.
 - d) Learning by Doing—we want to have active classroom and Learning Community experiences.

Further,

We want our students to have:

- A sense of accomplishment by DOING
- A safe environment to write a BAD FIRST draft
- A field school type of experiences
- A sense of trust in us and their fellow students

- 2) **Passions and Aspirations for students' Learning: What questions, issues, inquiry and/or learning do you care deeply about? What ENDURING learning do you want your students to leave with? What do you want your students to KNOW and be ABLE TO DO and FEEL as a result of participation in your course?**

(We noted that our “product” had overlap)

- a) *Enduring Learning/Inquiry*
 - a. Cultural Curiosity/Awareness/Resepct/Sensitivity
 - b. Respect Community/Devalue Differences



- c. Take Risks and Ask Questions
- d. Appreciate Learning and Apply your learning to your life

b) Skills and Abilities

- a. Learning is Dynamic
- b. Have/Develop an open mind
- c. See things from multiple perspectives
- d. Become self motivated
- e. Don't be afraid of change
- f. Understand Consequences and see the bigger picture
- g. Be confident and comfortable, but not TO comfortable!
- h. Know when you need help: ask for it and know where to go
- i. Be able to commit
- j. Recognize fears

c) Habits of Mind

- a. Questioning
- b. Thinking Critically
- c. Confidence and Self Awareness
- d. Empowered to Act
- e. Attitude towards Learning
 - i. It is in the hands of the student
 - ii. It's okay to be wrong
 - iii. It takes time and practice
- f. Apply Learning to Real Live—it has meaning and value

3) Essential Integration of Expectations for Student Learning in the larger LC: Related themes, issues, concepts, habits of mind, abilities, skill sets, and attitudes—



Overall we want to provide our students POWERFUL LEARNING EXPERIENCES

around these themes and issues:

- a. Respecting Complexity and Diversity
 - i. Not reducing other ideas and cultures simplistically
- b. Applying Knowledge to Experience:
 - i. Finding connections between school and “real world”
- c. Critical Thinking
 - i. Every discipline uses a method for asking and answering questions (i.e., thesis and hypothesis)

4) Essential Integration of Expectations for Student Learning in Individual LC's and

Courses : We discussed

- a. Common expectations for the WRITING classes -----we began this discussion
- b. The counseling piece—CRER 401 Week by Week! Carla as we moved stuff around you may need to move things just let us know

Week 1	Welcome, Introductions and Group Activity
Week 2	Note Taking
Week 3	Test Taking
Week 4	College Language: College vs. HS
Week 5	Websmart Basics
Week 6	Time Management
Week 7	Stress Management
Week 8	Setting Goals
Week 9	Prioritizing and Avoiding Procrastination
Week 10	Money Management: Creating a Budget
Week 11	Multiple Intelligences: How do we Learn?
Week 12	VARC: Learning Styles
Week 13	Degrees and Certificates at Cañada/GE Transfer
Week 14	Eureka.orgFactors Affecting Career Choices
Week 15	Assist.org
Week 16	
Week 17	Final



5) Making Space for Integrated Learning

- a. Meeting Times for ALL faculty in Crossing Borders
 - i. Friday, August 15 at noon.
 - ii. 1st Monday of the month at 7 am
 - iii. 3 Wednesday of the month at 3 pm
 - iv. Paired LC's have their own meeting schedule



6) **Assignments as Assessments: Designing Down for Integration: In the context of student work, your passions and aspirations for student learning, what stands out as a good assignment and why? What makes a bad assignment? We began reviewing some sample integrated assignments from Grossmont College. And, we began discussion of aligning all the 836 classes.**

Bad Assignments

Boring

Confusing

Too scripted

No clear objective

The only right answer is the instructor's answer

Passive

Too long

Too Complex with not enough focus

Merely spits back information (no thinking)

Canned/Pre-packaged

Too limited in form of expression—anything that can be plagiarized

Unstructured (confused with Freedom)

Good Assignments

Terms and Concepts of course are applied to environment outside of campus\

Build to a larger project or task

Instructor contributes ideas but does not give answers

Use Inquiry to Solve a Problem



Fun

Unique

Challenging

Relevant

Clear Instructions

Purpose is explained and applicable

Instills confidence upon completion

Adds on to something that the students do anyway—adds a level of complexity

Explicit in giving direction and expectation

Students work with other students

Multi-step process with high expectations for final product

Built in early success

Room for Creativity and personal contributions



Basic Skills Assessment Plan-Collaboration with Researcher

9/2008

To assess three groups (independent variable):

- 1) students and faculty participating in “Crossing Borders”
- 2) students and faculty participating in FYE
- 3) control groups of TWO of the same level courses scheduled at similar times

Need demographic data from all the students in each of the groups above.

Measure (dependent variables):

- 1) success in current courses (those above)
- 2) retention in current courses
- 3) persistence into the NEXT level English class (longitudinal over multiple semesters)
- 4) success in NEXT level English course
- 5) persistence into transfer courses
- 6) success in future transfer courses
- 7) % courses passed in successive semesters
- 8) % passing ALL courses each semester
- 9) Pre-post critical thinking (use Ennis-Weir Critical Thinking Essay Test?)

http://faculty.ed.uiuc.edu/rhennis/tewctet/Ennis-Weir_Merged.pdf

- 10) Measure of Student Engagement at the end of the semester

<http://www.ccsse.org/> (cost??)

- 11) Survey on impact of participating in these strategies on the TEACHER’s teaching.

Be sure that all data examines impact by ethnicity and gender . . .

We should also use the EXCEL model contained in the “Poppy copy” to estimate the costs and downstream revenue for each strategy.



What will we do on WEDNESDAY afternoons?

Who will be the coordinator For Wednesday Afternoons? Jessica Einhorn!

August	
8/20	Opening Activities/Team Building Student Speakers
8/27	College Resources/Scavenger Hunt
September	
9/3	Film “The Three Burials of Meliquides Estrada”
9/10	Amy Tan? “Bonesetter’s Daughter” Opera in the Evening
9/17	“Star Power” Role Play
9/24	Writer’s Panel
October	
10/1	Film: Persepolis
10/8	Persepolis Documentary and Salumeh Discussion
10/15	Half Way Thru Celebration and Pot Luck
10/22	“Clicker” Trivia Bowl
10/29	Election Debate
November	
11/5	Film “Special Circumstances” Discussion with Filmmakers
11/12	What’s Next? (Kinda like Major Affair)
11/19	Field Trips: SFSU/SJSU-have students take video of their trips
11/26	SHOW and TELL from Field Trips
December	
12/3	Course Showcase in Little Gallery and Staff Lounge
12/10	Closing Activities
12/17	Meet with individual LC students as needed



Crossing Borders College Success Skills Learning Community Planning Retreat

June 2 – June 4, 2008

Monday, June 2

4 pm	Arrive at Site, Unpack, Set Up
4:30 – 6 pm	<i>Introductions and Get to Know You What do you hope to learn?</i>
6 pm	Hors D' Oeuvres
6:30 pm	Dinner at Victorian Guest House
After dinner discussion & amusements	

Tuesday, June 3

8 am	Breakfast at Victorian Guest House
8:30 – 12:30	<i>Designing Integrated Learning</i>
12:30 – 2:30	Lunch on the Geneva Terrace & Break
2:30 – 5:00	<i>Develop Integrated Assignments</i>
6:00	Dinner off site

Wednesday, June 4

8 am	Breakfast at Victorian Guest House
8:30 – 12:30	<i>Reading/Writing in the LC & Wednesday Event Planning</i>
12:30 – 1:15	Lunch at the Victorian Guest House
1:15 – 2:30	<i>What did I learn? What more do I need to know?</i>
<i>Next Steps and Wrap Up</i>	



Post-Retreat Faculty Feedback

WHAT HAVE YOU LEARNED AS A RESULT OF THIS RETREAT? WERE YOUR EXPECTATIONS MET? DO YOU FEEL MORE CONFIDENT TO TEACH IN A LEARNING COMMUNITY?

I learn about the goals of the learning community, our expectations for each other, and what my role should be within the community.

Yes, it can be done. Yes.

My expectations were met and I feel more confident being part of the community.

Learn lots of details – good depth in understanding colleague’s word! What a great group. Good definition of goals. Good specifics about expectations, responsibilities. The Retreat exceeded my expectations. I am more confident – my work will be supported and I realize how I can support colleagues.

I learned about lots of different teachers’ approaches to teaching content/process. I also learned what a learning community is and how suited it is for cross-disciplinary collaboration. I wasn’t sure what our precise purpose was. I feel much more confident in teaching in this community because I see where the overlaps are between my course mission and the larger ones.

What people in other disciplines do. Yes. Yes – Just need to figure out how to integrate CB theme/group activity topics into math curriculum.

I learned what we have in common – what unites us as an learning community and I got to know some of my colleagues better = YAY!

Yes! I feel more confident.

In terms of expectations – I mostly wanted to know what others were/are doing and to share ideas, so this did meet my expectations.

I have learned about the courses that will be taught and have enjoyed getting to know the Crossing Borders team.



The sharing of ideas, assignments and passions has been a remarkable experience. We accomplished the frame work and achieved much more than I expected. We stayed on task (for the most part).

I am confident with setting the program off to a great start! I am thrilled to be a part of the Crossing Borders team.

I learned a lot about formulating/clarifying teaching goals and my teaching philosophy.

I learned about how to make a learning community work.

I reinforced my expectations for students based on the course outline and talking with other instructors.

I expanded and clarified some assignments based on discussions with other faculty.

The plans for how the learning community will actually be structures was very helpful.

I am much more confident to teach in a learning community w/there people.



WHAT OTHER QUESTIONS DO YOU HAVE?/WHAT WAS NOT ADDRESSED THAT YOU WOULD LIKE TO GET MORE INFORMATION/FEEDBACK ON?

For me it will be crucial to be in close touch with faculty. To provide adequate support.

I will need to know when exams take place, when papers are due, etc.

More work to be done –

Denise and I will need to meet regarding Math cohort.

Thank you for all your hard work organizing this retreat!!

I wish we could have made a little more progress in planning my/own linked classes and integrate assignments.

I think the next question will be about specific assignments and integrating content between the 2 classes.

It was very helpful to hear from the English faculty about writing expectations. I think that's something that would make an excellent staff development exercise for Humanities & Social Sciences. - Broader campus community.

The food was great!!!

We'll have to continue discussing certain aspects of both components, but it was most helpful in breaking the ice with the other participants. I think the meeting because of learning community in itself.

Many questions, but now plenty of ways to get them answered.

Great Time! Good format!

Not right now - I just have to sit down and plan in a couple of weeks.

More on what I can specifically do in my class to build on students skills in 836 to get to Engl 100. (Although I do feel we touched on part of this).



Thanks for organizing this!

The only question is about more coordination with other Cañada programs – This is in the future of course.

I am wondering how much of the Crossing Borders theme will come out in the Wednesday afternoon meetings, or if this matters at all.

I would like to work more on aligning the curriculum of the different levels of courses (and even across disciplines.

I would also like to work more with the math faculty to align reading and math strategies.

I am not team-teaching, else I would want more strategies on how to do that and how to align my assignments with the other professors.



Student Outreach

May 27, 2008

Dear President Mohr, Vice President Lucas-Woods, and Vice President McBride,

In recent discussions with members of other learning communities, everyone cited outreach and publicity as the key factor to a successful program. At the last Basic Skills Committee meeting on May 21, 2008, faculty and staff discussed their concerns regarding this issue with regard to our new Basic Skills programs, and they have dedicated themselves to the Basic Skills Outreach Subcommittee. Katie Townsend-Merino and Anniqua Rana volunteered for this subcommittee and Melissa Raby agreed to ask Outreach Coordinator Ariackna Alvarez to be on this subcommittee. Since developmental students make up the majority of in-coming students at Cañada College, our outreach capacity should reflect the programs for these students. As we discussed ways to supplement the current efforts of the campus outreach department, Rita Sabadinni suggested a mailing outreach system where we mail our materials to high schools and to newly enrolled students who have just taken the placement test. Robert Haick has also agreed to collect addresses for a mailing at the end of June and another in mid-August. In light of this, Anniqua Rana has created a postcard for the Crossing Borders Learning Community (costed out at .23 cents for double-sided and color, each).

We thank you for supporting us in this effort.

Sincerely,

Salumeh Eslamieh and Anniqua Rana



Student Demographics

Number of Students in English/Reading 826: 31

Number of Students in Crossing Borders: ??

Number of Students in English/Reading 836: ??

Number of Students in ESL/History: ??

Number of Students in Math 110/120: ??

Number of Students in English 836/Anthropology: ??

Students Surveyed: 58

Are you the first one in your family to go to college?

Yes: 35

(3 -ESL 400)

(12 -836)

(11 -826)

(9 -Math)

No: 31

(4 -ESL 400)

(9 -836)

(13-826)

(5 -Math)

Immigrated as an adult: 3

(2 -ESL)

(1 -Math)

Immigrated as a young adult, teenager, or adolescent: 21

(4 -ESL)

(2 -836)



(12 -826)

(3 -Math)

Born in the United States to an immigrant family: 19

(1 -ESL)

(7 -836)

(8 -826)

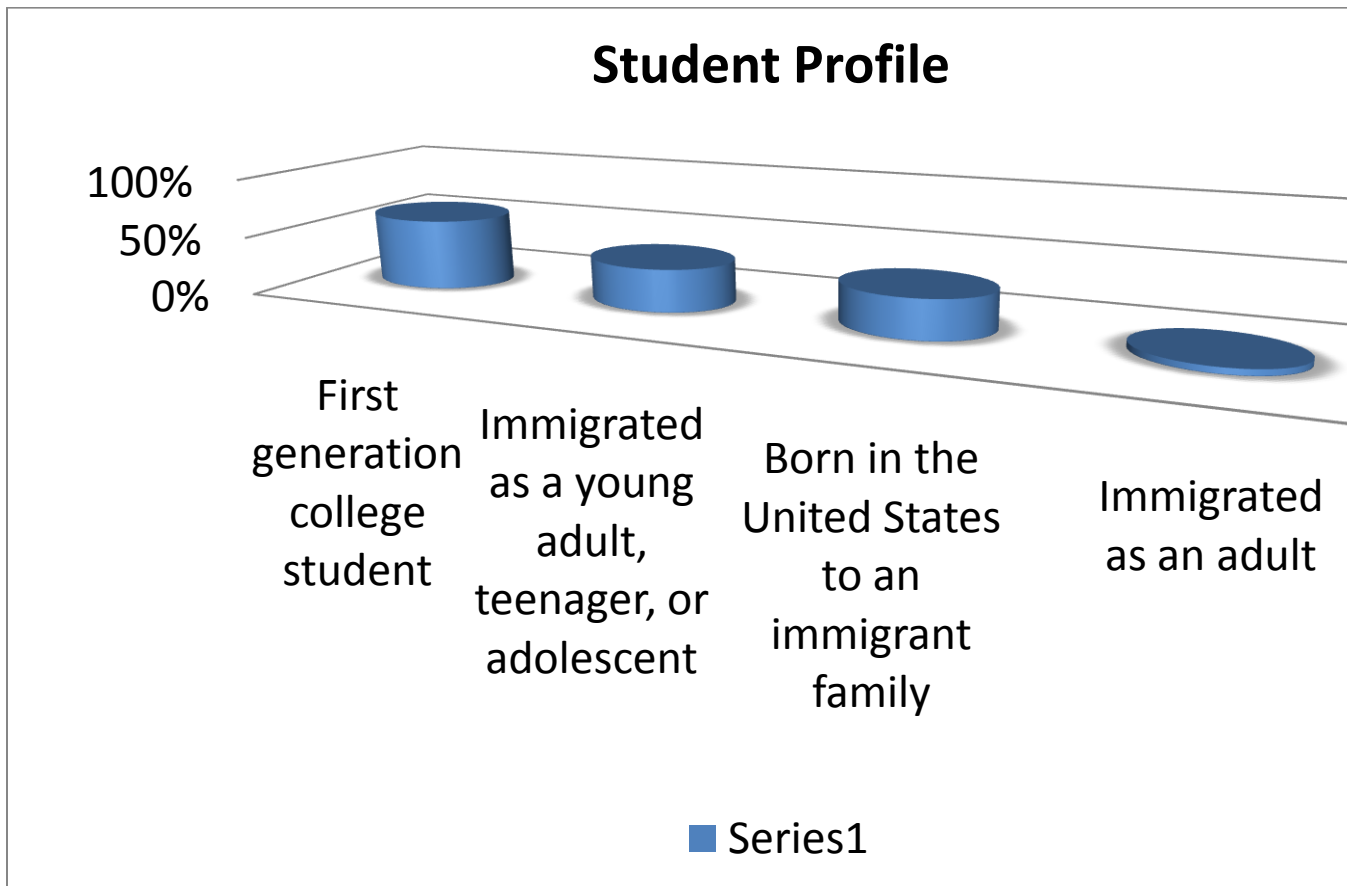
(3 -Math)

None: 25

(13 -836)

(5 -826)

(7 -Math)





Wednesday afternoons results from feedback session

10/08/08

<p>Liked</p>	<p>Easy (transferable) units*****; No homework***; No tests; Easy work; It's a break from classroom lectures</p> <p>Social interaction/meeting new people/group work*** Everybody knows each other</p> <p>taking us out of our box—doing things we wouldn't normally do ** being exposed to different cultures</p> <p>Watch movies *****(frida kahlo specifically mentioned once) Trivia game* Field trips Fun activities* Scavenger hunt Opera</p>
<p>Suggestions for this semester</p>	<p>Logistics: Cutting the time—way too long**</p> <p>Talk about our quickwrites/ We need more time for quickwrites Drop quickwrites and give us a sign in sheet</p> <p>Have time to study** Group study time to promote studying with one another and learning on a different level</p> <p>More structure More info on the topic of the class and the movies we watch</p> <p>Relevance: More useful Each class to focus on their subject</p> <p>Perks: Have pizza once a month A small break in btw 2 hour period** Snacks/water Real prizes (not just pencils)</p> <p>More engaging/fun** More group work/group interaction/across classes* More hands-on/ Moving around/physical activity* Not as much lecturing, more activities more activities outside of class [not sure if meant literally or figuratively outside]/ More outdoor activities/sports events** Field trips* More movies* (documentaries, educational movies) maybe we should be introduced to everyone</p>



<p>Suggestions for future semesters</p>	<p>same as above****</p> <p>Course content: Doing activities for both Math and English and History* Think math shouldn't be in here Give homework day where tutors come to us and help us Split class between enriching experience and study time on certain Wednesdays change length and time of class (see below)</p> <p>Logistics Better organized more things planned before the class starts more instruction about what the quickwrites mean more rules/stricter more organized semester schedule for activities tell us your expectations of us.</p> <p>Perks: rewards for good attendance provide transportation for field trips* child care competition between groups Start a scholarship program thru crossing culture (?)</p>
<p>Suggestions re: changing day and time (as per Salumeh's request)</p>	<p>maybe Friday or start morning class at 9am. Maybe same day and time but half as long and next half for studying ** (could meet in learning center) Our group likes the time and day Meet only 1-2 times/month and/or shorter class** Shorter class time except when watching a movie** 12:45-1:35 Wednesdays</p>



Questions for teachers

Discussion/curiosity questions:

- How likely is it that our suggestions will be used?
- Do you think that the class is successful?
- Could you sit for 2 hours with no break?
- Why don't we discuss the movies or the quickwrites?
- Why so boring?
- Have you thought about applying this program to classes that are transferable?

Clarification questions:

- What is the curriculum in this class? What are you trying to teach us? Point of the class? What do you want us to get from the class?
- What does this class have to do with English or Math?
- Are we going to have any tests?
- How many units do we get for this class?
- Do we have any finals?
- Why can't we visit colleges/universities?
- Will there be funner field trips in the future?
- Why are there so many teachers?



Column1	Column2	Column3	Column5	Column6	Column8
BASIC SKILLS PROPOSED BUDGET					
			31099 Budget	31090 Budget	Account Distribution
			\$172,842.00	\$171,863.00	
ONE TIME FUNDING - Spring 2008	Recommended	Proposed			
	Budgets	Budgets			
6 Student Learning Assistant - Learning Center	\$ 12,000.00	\$ 8,000.00		\$ 8,000.00	31090 3419 2392 493001
60% Hourly Counselor - Spring 2008	\$ 30,000.00	\$ 30,000.00		\$ 30,000.00	31090-3340 1451 631000
2 Instructional aides 28 hours per week Spr 08	\$ 22,000.00	\$ 22,000.00		\$ 22,000.00	31090 3414 2494 493080
BSI Coordinator 3 FLC's, 7.5 hrs per wk Fa 07	\$ 9,000.00	\$ 7,311.00		\$ 7,311.00	31090 3441 1458 493001
1 SOTL scholar - Spr 08 & Fa 08 (3 unit replacement each semester)	\$ 12,000.00	\$ 12,000.00		\$ 12,000.00	31090 3441 1320 493001
TOTAL	\$ 85,000.00	\$ 79,311.00			
PROPOSED FUNDING 2008-2009					
Crossing Borders - 28 FLC's, 14 FLC's for each semester	\$ 66,000.00	\$ 66,000.00	\$ 66,000.00		31099 3441 1310 493001
Full-time counselor (increase of 40% over spring 2008)	\$ 100,000.00	\$ 100,000.00	\$ 88,759.20		31099 3340 1251 631000
BSI Co-Coordinators 3 units SP08, 6 units FA08, 3 units SP09 *	\$ 24,000.00	\$ 29,244.00	\$ 21,933.00		31099 3441 1458 493001
Professional Development for all faculty and staff	\$ 30,000.00	\$ 30,000.00		\$ 30,000.00	31090 3441 5211 493001
4 Campus Ambassadors (Spring 2008)	\$ 20,000.00	\$ 20,000.00		\$ 20,000.00	31090 3340 1451 631000
SOTL for Spring 2008 (3 unit replacement for the semester)	\$ 6,000.00	\$ 6,000.00		\$ 6,000.00	31090 3413 1320 150100
Bridge Program	\$ 20,000.00	\$ 20,000.00		\$ 20,000.00	31090 3441 1495 493001
TOTAL	\$ 266,000.00	\$ 271,244.00	\$176,692.20	\$155,311.00	
Current budget balance available					
Add'l Allocation in June 07	\$ 171,863.00				
New Allocation for YR 0708	\$ 172,842.00				
Total available	\$ 344,705.00				
Updated 12/19/07 per Budget and Planning					
*1 FLC equals 2.5 hrs/wk for 17 wks for a total of 42.5 hours; 2 faculty for 3 FLCs each for Fall and Spring semester equals \$29,244.00					

Here is the spreadsheet showing what was put into Basic Skills for 2007-08(yellow column).Terry Watson (Jan 25, 2008)

Next Steps