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Aguirre, Alicia – B
Ayala-Austin, Eliazer– B or C
Castello, Jenny – B or D
Clay, Dave – D
Dilko, Patty –
Erickson, Denise – C
Eslamieh, Salumeh –
Gross, Jeanne – D or A
Hayes, Linda – B
Lapuz, Ray – B or D
Partlan, Martin – A or C
Perez, Anthony R. – B or D
Pizzi, Kenneth – D
Sabbadini, Rita – A or D
Schertle, Katie –
Scott, Bart – B
Stanford, Mike – D
Steiger, Shirley – B or D
Stoner-Brito, Carla – B
Terzakis, Elizabeth – C
Townsend-Merino, Katie – D
Valenzuela, Yolanda –
Ware, Lezlee – D
Wolford, Nancy – B

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Notes: Ray, Katie, Rita, Lezlee, Dave

To Articulate – Describe – The skills necessary to be successful in given transfer courses?

We would like to kind out who we lose from developmental class and why we lose them.

Why are students who fail developmental classes not returning to attempt the courses again?

Like to look at "Stereo type threat" – How to stereo types affect success.

How do we work with students who test much lower than their expectations?

Are the assessment testing what we want students to know to be successful in our classes?

Our students need to know that the experience of being told that they are "not ready" is universal higher education.

How can we support students in resiliency and self efficacy?

How do we receive the students with limited academic successes and to that?

What Curriculum strategies should we adopt that support student success?

Would "Informed Self-Placement" be and effective strategy to get folks placed at the lowest appropriate level?

Developing "Learning Posses" of students who have common educations goals?

How can we develop the community? How do web reach the sense of isolation?

Do we want to develop our prerequisite system so that it actually reflects a student success pathway?

Learning communities linking to develop and transfer/vocational classes.

Should we develop co-requisites if students are place in too?

Learning communities could be tied into the tutoring system.

"MESA" for social sciences
"MESA" for " "

Professional Development to help all faculty can benefit from understanding how to work with develop level students.

Payment for partners to participate in professional development activities?

There need to be more full time faculty to work together or initiative.

1 – 3 weeks "Boot Camps" in writing and/or math prior to the semester starting. (required at Cal).

"Boot Camp" for faculty during the hours around instruction?

Incentives for faculty to use their flex obligation to focus on basic skills training - either participation or presentation.

Need to support personal and life skills.

We need to clarify where students "enter" the college and acknowledge that the vast majority of "Workforce classes are Transfer" classes but students may not take placement tests.

Workforce classes are not distinct from transfer classes.

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Let's use SoTAL at CSM. (Scholarships of Teaching and Learning). They want use to join in. Not about honors program. We need to understand SoTAL better to trust it and work with Skyline.

Time management, discipline, distractions at home, use learning center to do homework, disconnected to college, force student services to use learning center to finish documentaries, subject-specific tutors in history, very structured class helps in history (website w/homework & study guides, interactive lecture notes as outlines, visuals, test guides, tutors). Perhaps need to require placement development classes before subject courses. Needs

Field trips with transportation apply learning to their environment needs.

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Notes: Anthony Perez, Jenny Castello, Alicia Aguirre, Melissa Raby, Salumeh Eslamieh, Martin Partlan, Carla Stoner-Brito, Elizabeth Terzakis

Early Warning System – How well does it work, how could it work better?

Full Time Faculty – Need to hire more to support basic skills student services.

Institutionalize Communication with High Schools – Make successes are not denigrated – emphasis on successes by students.

Identification of pedagogical programs to aid all Instructors incentive to improve pedagogy through paid workshops, certification programs, departmental and division meetings.

Full-Time Faculty Involvement – Role modeling

Part-Time Faculty Involvement - Incentive and Flexibility

LINKED CLASSES
FYE - Type programs – More linked classes – make FYE mandatory for 826 – lowest level.
     More linked READ/ENGL classes - Content + Basic Skills
     -Institutionalize more support.

Require SS – To take development classes first integrate recognition and success throughout the process.

Career/Counselors – Element is key – more direction, persistence.

What do the students need?
Social/home issues
Time management
Study skills
Vocabulary
Scaffolding
Academic Literacy
Critical thinking skills

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Who are SS, What need, Factors –

Mixed Groups – High B, First Generation, Female, Age groups.

Extreme Diversity –
48% Hispanic
Low AA, AA, 3% higher

Caucasian - Immigrants

Effective practices – Book, document
                 ESL
                 Math – Modeling
             R/W – Critical thinking early is priories.
                    (Task Oriented)
             R/W – Curriculum together, Academic literary, ? issues
Social learning – Models

Cultural analysis -

Discuss together –

Feedback from SS ? discussed.

Family – What it means

Family Regional –

Balance stress – Early intensive w/family.

FYE – Classes

Mentoring Program – EOPS/EOPS Re-entering SS – Balance issues

Re-entree center –

Place Workshops –

Re-entering SS, Veterans, First Generation

Orientation for all SS