BSILI 2017 Teams

San Joaquin Delta College
The campus is currently working on creating an FYE Seminar Course. Currently, there are sections of accelerated English via CAP and now they need to address the "exit points" in English courses, i.e. students are not enrolling into the next course. Being part of MMAP, they have had to increase sections of English 1A and now would like faculty to participate in professional learning to better support the high number of students entering the course. There are highly motivated faculty working on changing the campus culture to a student strength based perspective; they are using growth mindset, and there is a large Reading Apprenticeship (RA) faculty group, including an inquiry group around RA.

Pasadena City College
The campus wants to focus on their BSSOT Grant's objective to redesign the Basic Skills Math sequence. PCC's first step was to begin using multiple measures this past Spring 2017. The next step is to redesign the course (Intermediate Algebra) so that all students can be directly placed into the course. The plan is to integrate mathematical content with metacognitive and affective domain activities into the course. Some PCC math faculty are resistant, however the campus recently redesigned a new transfer math pathway for non-STEM students. Also, many faculty are trained in RA, which is an asset to their campus.

Los Angeles Pierce College
The campus is creating an Office of Professional Development and wants to create a plan for ongoing professional learning opportunities that are based on data analysis and evaluation. The team would like to shift the campus culture to one of data driven decisions for designing, implementing, and evaluating professional learning opportunities that will ultimately increase student completion and success.

College of the Desert
The campus wants to implement and institutionalize RA, HoM, and get support on integrating their student success initiatives. The team wants to bring back ideas on how to better utilize funding resources from BSI/Equity/SSSP. For RA and HoM they want to begin by having events on their campus.

College of Marin
College of Marin has a Basic Skills Master Plan, which began as a year and half long research project. Using this plan, they received the BSSOT Grant. Areas of focus are BSSOT, summer bridge, a new Humanities 101 course, high school outreach via COMPASS program, increased faculty mentoring, and further development of learning communities and guided pathways. For

BSILI, the team wants to design the professional learning needed to implement these programs/activities. The team would like their professional learning (PL) plan to include ways to bring all faculty in and not just the "choir."

Mission College
The campus has a strong RA community of practice, they have sent two teams to HoM LCoP, and are also embracing LAP. The team feels that they are ready to dig deeper into professional learning and 3CSN, by attending BSILI. They would like to focus on integrating, aligning and strengthening the student programs they have so that students see the "seamless" pathway from the front end to the back end. They were inspired by Cañada College's story of their student centered framework of "Start strong, stay strong, and finish strong." The college has a whole is focused on "mindfulness" in their work, which includes a recent training from the SIY (Search Inside Yourself) foundation.

Chaffey College
The college is institutionalizing Guided Pathways (part of the CA Guided Pathways Project) and is focusing on momentum metrics to evaluate the college's momentum points of its Guided Pathways accordingly. Metrics are credit, gateway, and program momentum. The team would like to develop a logic model that identifies leaders college wide that would help create, implement, and support guided pathways, along with the professional learning that is needed. The team also wants to create a FIG for guided pathways that would also incorporate institutional leadership/system.

Compton College
The campus is trying to create a direction for *change* so that the needs of their campus and students are better met. The team wants to focus on building a "guiding coalition for change" i.e. a faculty team. The goal is for departments to look at student achievement and score card data, in an effort to modify courses. The campus now has more administrative support for these types of changes, however there are still naysayers and disinterested faculty/administrators. The team believes that 3CSN's way of professional learning will support them and help influence those back on their campus.

Cuyamaca College
The campus has implemented accelerated English courses and has seen gains course success rates and transfer rates. The campus is also part of the CA Guided Pathways Project. However, there continues to be equity gaps for Latino students and African American students, specifically in the traditional English courses. The goal is to increase the number of accelerated courses and focus on closing the achievement gaps for students of color. The team wants to develop data driven equity training by offering faculty an opportunity to review equity data;to do this, they need strategies and training on culturally competent teaching of acceleration, and creating better professional development for reading instruction because the college is offering less reading classes because the accelerated courses combine reading and writing instruction.

<u>Gavilan College</u>
The campus wants to build on their existing CoP to create a co-curricular plan for One Book/One Campus program. The campus is engaged in HoM, STEAM RA, and would now like to also include their other initiatives into this work, i.e. information literacy, threshold concepts, learning commons. These are all initiatives that integrate academic and student support services. The plan is to implement the One Book One Campus in 2018; the team wants to focus on creating curricula, developing workshops, and providing resources to all discipline and class levels. They would like to model their program after PCCs One Book/One Campus program.

<u>Mira Costa College</u>
Through the college's work with Achieving the Dream they began focusing on data inquiry which resulted in implementing two initiatives, guided pathways and the use of multiple measures. The BSILI team wants to work on course and program redesign for math. The goal is to improve student success and equity within basic skills and gateway transfer-level coursework, as well as to create a culture of evidence within the mathematics department using course level dashboards. The experience of AtD has had a major impact on the college in terms of data informed decisions. For BSILI, the team see the values in networking with other colleges.

<u>CCC and CSU Partnership</u>
The team includes faculty and directors from Rio Hondo College, Cuyamaca College, San Diego State University, El Monte Union High School District, and Palomar College District. The team is part of the Basic Skills Pilot Partnership grant from the CCCCO. The grant's goal is to better serve those students who are potential CSU students through collaboration work between the K-12 local districts, community colleges, and CSU system. Regionally, there are five teams (Cuyamaca and Rio Hondo are two of the five partnership grantees) with K-12 partners and CSU partners. They have had regional summits with over 200 faculty and staff from the K-12 partners, Rio Hondo Community College, and Cal State LA. Similarly, Grossmont-Cuyamaca district is interested in building upon exiting relationships with CSU and K-12 to expand and formulize efforts in addressing students' "basic skills." The team is interested in collaborating within their regions and each other to design their convenings that will bring their partners together to work on curricular redesign, alignment, college readiness, SI and perhaps growth mindset training.

<u>Riverside Community College</u>
The campus hosts the regional SI Conference. The team would like to now integrate their efforts with other communities of practice from 3CSN, such as HoM, Growth Mindset and RA/RA for STEM. The training for SI leaders and collaboration for the SI conference are districtwide/regionally in the Inland Empire (FIER) through Riverside, Moreno Valley, and Norco.

Cañada College
The campus has been using an inquiry based model for their BSI initiative. At BSILI, the team wants to explore the idea of using a project based model, however they want to update and think about what professional learning is needed for a project based model and leadership. The committee and the inquiry group around BSI is also planning around the inquiry questions of "what are we doing to start students strong, what are we doing to continue the strong start."

Peralta Community College District
The team is a Peralta math district team (Berkeley City College, Merritt College, College of Alameda); they are developing a community of practice to identify and pilot research-based practices to better the math achievement and outcomes for students, specifically African American students. The following are some key areas that they are working on for the 17-18 school year: 1) accelerated math path to calculus, 2) Peralta Community College District math classroom pedagogy, and 3) a learning tour of local high school math classrooms. This work is related to the BSSOT grant. The team wants to define their math CoP that will work on building relationships and an exchange of knowledge with other math practitioners and colleges doing this work. At BSILI, they would like to design and plan the professional learning needed to support these efforts.