



# Santiago Canyon College

## BSIT Quarterly Report, January 2019

In November, as a collaborative effort of our Transformation Grant team members, SCC held its seventh annual Family Night for local high school seniors and their parents wishing to learn about SCC's programs and services and how they can begin to prepare for college now. Faculty from math, counseling, reading, and English, along with representatives from the library, Transfer Success Center, Student Outreach, and First Year Support Center presented important information and answered questions. Preparations are happening this month to offer another Family Night on February 19--in both English and Spanish--with dinner provided.

Each area involved in carrying out the goals of the Transformation grant persists in performing activities to increase student success. The Math Department continues to redesign support courses for all levels. Math Continuing Education 100, Math Study Skills & Basic Skills Support, will be offered for the first time this spring, for students seeking extra assistance with math fundamentals; in addition, the Math Success Center will be available to provide support. From this point on, when students are choosing their math courses, if they select a basic skills class, they will be given a waiver (an "opt-out disclaimer") and identify the reasons for their decision to not enroll in transfer-level coursework.

The English Department continues to phase out basic skills classes and implement its new course sequence. Spring 2019 will mark the final offerings of the traditional non-transferable courses. Going forward, the only composition classes in the schedule will be primarily transfer-level-- English 100 (Freshman Composition with Integrated Support, 4.5 units) and English 101 (4 units). Our newly-approved English 99 (Introduction to Composition with Integrated Support) will be available to students who "opt out" of transfer and prefer a slower pace. To prepare both adjunct and full-time instructors to teach the new curriculum, training sessions have been arranged for January and February. Fifteen faculty members will be completing training in syllabus construction, norming, affective learning, best practices, motivation strategies, and reading apprenticeship.

Additionally, the Reading Department is promoting the development of skills essential for success in transfer-level coursework. A key below-transfer-level reading course has been revised to Reading 101, approved by curriculum council in November and set to be offered this spring. Reading 102 has been revised to include a distance education addendum and will be available in spring as well. One-unit reading courses to support ACE/ESL students were created in October and are to be offered Fall 2019. Other one-unit reading support courses to assist apprenticeship, career education, social sciences, STEM, and humanities classes have begun

the curriculum approval process, and specific discipline clusters will be in place by Fall 2019. Moving forward, the Reading Department commits to scheduling 2-4 support courses per semester--either as part of learning communities or as coordinated instruction. Seven additional faculty members from several disciplines--including math, continuing education, and counseling--have completed the online Reading Apprenticeship training which brings the total for the campus to over thirty faculty--all using RA techniques in the classroom. An invitation for other faculty and staff to join the team and receive training in March just went out. Finally, Reading and English professors continue to facilitate weekly campus workshops in the Writing Center, covering a variety of topics including mind mapping, thesis statements, and research/documentation; approximately 150 students participated in these workshops last fall.

**Counselors are directing incoming students who are not reporting their GPAs to complete the new guided self-placement test--an online assessment tool designed by math, English, and reading faculty. To date, 81 students have completed the English guided self-placement and 108 have done the math; these numbers are sufficient for math and English departments to validate data and determine the accuracy of student placement based on this assessment tool.** Our Transformers program continues to connect students enrolled in developmental English courses with counselors who visit the Writing Center and present three workshops on goal setting, time management, and risk-taking. In comparison to spring, this last fall saw more than double the students meet with counselors both in the center and in the Counseling Office to discuss ed plans, academic probation, early alerts, and study strategies.

On the noncredit side, resulting from the efforts of both counselors and the First Year Support Center, nineteen students planning to transition from noncredit to credit participated in STARS (Students Transition And Registration Seminar) on 11/28, attending a college advisement and registration orientation to assist them with their financial and educational planning. As of last semester, there has been a 300% increase in noncredit offerings, resulting in the need for more online counseling and support, and noncredit continues to support formerly incarcerated individuals with Project Rise. Regarding noncredit mathematics and English, students (credit or noncredit) have the option of enrolling in continuing ed courses if they wish to get additional support for improving basic skills before proceeding to transfer-level instruction or if they want supplemental support through the Math Success Center.

The Basic Skills Transformation Committee meets each month and works alongside the Student Success and Equity Committee, sharing many of its members and overall goals.