



Basic Skills Initiative
SUMMER INSTITUTE

AUGUST 10-13, 2008
HYATT REGENCY
NEWPORT BEACH





Welcome to our first Basic Skills Initiative Summer Teaching Institute!

On behalf of the Academic Senate for California Community Colleges and the Foothill-De Anza Community College District, thank you for attending our first Basic Skills Initiative Summer Teaching Institute. I am especially excited that our first free institute is focused on the needs of our part-time and occupational educators who teach the majority of our students with basic skills needs. We recognize the work you do and the challenges you have, which is why we developed this four-day, professional development opportunity to network, learn, and highlight your contributions to our students.

The BSI Program Coordinators and Academic Senate staff have been hard at work planning this event for several months. We thank the California Community Colleges Chancellor's Office and the Bay Area Workforce Funding Collaborative for their financial support and the dozens of faculty and staff who have given of their time and expertise. I hope that you will share your own expertise, as well as challenges, so that we can all work together and learn from each other to improve the accomplishments of our students.

Have a great time! Make new friends! Learn new strategies!

Remember: It's all about the students!

Barbara Illowsky, Basic Skills Initiative Project Director

INSTITUTE OUTCOMES

Outcome: Analyze the needs of students in basic skills courses in the State of California and the current efforts to help them through the Basic Skills Initiative.

Objectives:

- Read and be familiar with the Poppy Copy (*Basic Skills as a Foundation for Success in California Community Colleges*) and the BSI Handbook; describe efforts to train faculty through the spring and upcoming fall regional meetings and this Institute.
- Describe the needs of students in basic skills courses.
- Describe the four major areas of effective practices from the Poppy Copy and the effective practices in their particular discipline in the BSI Handbook.
- Identify the role faculty play in implementing these effective practices.
- Explain the challenges of students with basic skills needs that span the disciplines (study skills, time and family issues).

Outcome: Articulate the important role part-time faculty play in the Basic Skills Initiative.

Objectives:

- Develop linkage between part- and full-time faculty to train others back on home campuses.
- Raise awareness of the critical role that part-time faculty play on their own campus.
- Contribute to the philosophy that staff development for part-time faculty is an investment in the future full-time faculty of California community colleges.

Outcome: Equip part-time faculty to identify, locate and use campus, state and national resources.

Objectives:

- Give part-time faculty strategies on how to connect back on campus (i.e. getting a computer for traveling).
- Identify skills necessary to help part-time faculty to be successful (typical pedagogical, curricular or governance information they may need).
- Describe the holistic needs of students and the student services that may help part-time faculty succeed.
- Analyze the integration of counseling and student services on their own campus.
- Identify general and discipline specific support from campus, state and national resources.

Outcome: Explain the role that Student Learning Outcomes (SLOs) play in helping students in basic skills classes succeed.

Objectives:

- Determine where to locate SLOs on their own campus for their courses.
- Describe how to do backward design for course delivery.
- Make a plan to examine SLOs for courses before and after the course they teach.

Outcome: Develop a plan to implement a specific data-driven effective pedagogical practice in a fall class.

Objectives:

- Identify effective pedagogical practices in their discipline.
- Exchange existing knowledge and expertise brought by part-time faculty to the Institute.
- Recognize and respond to diversity in an inclusive pedagogy.
- Apply what has been learned to a specific course.

Outcome: Create a plan to train faculty on their home campus concerning strategies and pedagogies that help students with basic skills needs (for BSI Coordinators and full-time faculty).

Objectives:

- Learn how to share this expertise back at home campuses.
- Develop linkage between part- and full-time faculty and home institutions.
- Create a plan of action on home campus.

Outcome: Begin discussions on how to create a statewide cohort or team of part-time faculty concerned with effective practices for students with basic skills needs.

Objectives:

- Build teams in the classroom and among colleagues.
- Participate in focus groups to determine part-time faculty needs and how to meet them, whether legal or systemic.

AUGUST 10, 2008

1:00 P.M.

General Session: Welcome and Opening Activity

Barbara Illowsky, Project Director, Basic Skills Initiative

Mark Wade Lieu, President, Academic Senate

Plaza Ballroom

Welcome to the Basic Skills Initiative Summer Teaching Institute! Academic Senate President Mark Wade Lieu will greet you. Then, BSI Project Director, Barbara Illowsky, will present a first-day-of-class roll call substitute activity.

2:00 P.M.

General Session: Who Are The Students with Basic Skills Needs?

Stand Up Exercise

Joan Cordova, Orange Coast College

Wade Ellis, West Valley College

Plaza Ballroom

Talking about students with basic skills needs is easy. Comprehending the enormity of the issue is not. This stand up exercise was developed to physically convey the extent of the issue on our campuses.

Our Students and Our Roles

Marcy Alan Craig, Cabrillo College

Janet Fulks, Bakersfield College

Plaza Ballroom

What defines a student with basic skills needs and what do we know about them? This presentation provides captivating data about our students and our role in working with them.

3:15 P.M.

15 Minute Break

3:30 P.M.

General Session: Asking Questions — Creating a Culture of Inquiry on Your Campus

Bob Pacheco, Barstow College

Plaza Ballroom

Does a community college “learn?” And if a community college learns, what does the learning look like? How do we convert this learning into change – change that positively impacts our students? These questions are all part of creating a “culture of inquiry.” The questions we ask are sometimes more important than the answers we reach.

5:15 P.M.

Break

6:00 P.M.

No-Host Reception

Plaza Arbor

6:30 P.M.

Buffet Dinner and Discussion

Plaza Arbor

AUGUST 11, 2008

8:00 A.M. Continental Breakfast

Plaza Arbor

9:00 A.M. General Session: The ABCs of SLOs

*Lin Marelick, Bay Area Workforce Funding Collaborative
Gary Williams, Crafton Hills College*

Plaza Ballroom

What are student learning outcomes and how can they clarify the learning experience for your students? The presenters will provide a fun “rubrics-in-action” activity where participants will get first hand experience on how outcomes function to drive and improve student learning. Real-life examples from various disciplines will demonstrate the kinds of teaching/learning improvements that can come from outcomes-driven assessment.

9:45 A.M. Break

10:05 A.M. Breakouts by Discipline (1 of 3)

It is time to roll up your sleeves and get to work, based on your discipline. Learn and practice activities and strategies that you can take directly back into your classes or campus. Choose the discipline or course that is your best fit. **Your breakout group will stay together for three sessions.** Please meet in the following breakout rooms:

Discipline	Facilitators	Room
Basic Skills Coordinators	Nancy Cook	Palm
Reading	Dianne McKay	Patio
English Writing	Marcy Alanraig	Harbor
English Writing	Geneffa Jonker	Beach
English Writing	Patrick Leong	Lagoon
English Writing	Lynn Wright	Surf
Mathematics – Pre-Algebra	Joan Cordova	Plaza I
Mathematics – Elementary and Intermediate Algebra	Wade Ellis and Barbara Illowsky	Plaza II
Career Technical Education	Valerie Carrigan and Lin Marelick	Plaza III
Counseling, Library Science, and Student Services	Gary Williams	Capri
ESL – Metalinguistic and Metacognitive Awareness	Mark Wade Lieu and Anniqua Rana	Garden I
ESL – Applying Learning Theory in the ESL Classroom	Linda Choi and Jenny Simon	Garden III

12:00 P.M. Lunch

Plaza Arbor

1:00 P.M.

Continuation of Discipline Breakouts (2 of 3)

Groups will reconvene in discipline groups in the same meeting room location.

3:00 P.M.

20 Minute Break

3:20 P.M.

General Session: Bridging Cultural Differences

*Facilitator: Barbara Illowsky, Project Director, Basic Skills Initiative
Jane Patton, Vice President, Academic Senate*

Plaza Ballroom

Today, California's classrooms are filled with diverse learners, with different languages, experiences and learning styles. Using effective multicultural teaching strategies as well as classroom assessment techniques can bridge the cultural divides for learners in all disciplines.

5:00 P.M.

Dinner on your own

Enjoy the sites and restaurants in Newport Beach tonight. A complimentary hotel shuttle service is available to Balboa Island & Fashion Island. The shuttle leaves the hotel at 6:30 p.m. and at 8:30 p.m.

AUGUST 12, 2008

8:00 A.M.

Continental Breakfast

Plaza Arbor

Did you sign up for your rotating breakout sessions? Be sure to check out the sign up sheets in the registration area.

9:00 A.M.

General Session: Presenting i-BEST

Facilitator: Lin Marelick, Bay Area Workforce Funding Collaborative

i-Best Panel

Plaza Ballroom

Moving students with basic skills challenges into careers calls for effective policies and practices that lead to student success. One successful program is the Integrated Basic Education and Skills Training (i-BEST) from Washington State. Presenters will describe their program and invite discussions about local issues and challenges.

12:00 P.M.

Lunch

Plaza Arbor

1:00 P.M.

Rotating Breakout Sessions

From 1:00 P.M. to 4:40 P.M., you will get to experience three one-hour breakout presentations on a variety of important topics. There will be a 20 minute break between each session. Please choose three sessions from the selections on the next few pages to attend.

Breakout, Facilitator and Room	Description
Full-Time Faculty Leadership <i>Mark Wade Lieu Harbor</i>	Bringing about success for basic skills students requires systemic change on your campus. For the most part, such change depends on the leadership of full-time faculty. In this session, we discuss who we need to work with and what we have to do to make success a reality.
Part-Time Faculty Issues <i>Joan Cordova Surf</i>	Part-time instructors face unique challenges on our campuses. Addressing the challenges, sharing effective practices and looking for strategies that can be implemented in the classroom to increase student success will guide this discussion.

Breakout, Facilitator and Room	Description
<p>Communication in the Classroom Jane Patton Lagoon</p>	<p>Communication is the medium of course delivery. We depend upon communication to convey the curriculum, yet often we pay little attention to our messages (what we say) and our communication skills (how we say it). This session will summarize communication principles (presentational and intercultural skills) to strengthen our teaching immediately.</p>
<p>Using Rubrics to Drive Learning for the Student and Instruction Bob Pacheco Garden III</p>	<p>How do we convey to students our expectations for performance? How do we engage students in the learning process to maximize success? One way is through the use of rubrics (instructor and student-friendly versions). This breakout shows how to use rubrics to link to course, program and general education outcomes.</p>
<p>Learning Communities Barbara Illowsky Anniqua Rana Plaza I</p>	<p>Extensive data indicate that the shared experiences of Learning Communities contribute to the overall success and retention of developmental and transfer students. In this session, participants will be introduced to the basic concepts of Learning Communities, survey three effective and diverse models of Learning Communities, and discuss how to become involved on your campus.</p>
<p>Effective Interventions Using the Student Success Factors Index/ Early Alert Gary Williams Beach</p>	<p>What if you had a way to identify your most at-risk students as soon as they arrive on campus? The Student Success Factors Index and Early Alert provides an effective and convenient means of assessing student strengths and needs, and connecting them to the interventions they need the most. This session will demonstrate how the SSFI/Early Alert can be used effectively to address the needs of your students most at risk.</p>
<p>Helping our Students REALLY Get it by Understanding Neuroscience, Deep Learning and Self-Regulated Learning Janet Fulks Patio</p>	<p>Deep learning and self-regulated learning (SRL) are essential to student success. Deep learning, involves the organization and retrieval of knowledge. SRL involves students thinking about their own learning (metacognition). Deep and self-regulated learning can be taught in any class, in context with the course work, and will result in improved success for all students.</p>

Breakout, Facilitator and Room	Description
<p>SLOs and Assessment <i>Marcy Alancraig</i> <i>Plaza III</i></p>	<p>In this follow-up to yesterday's general session, we'll explore various SLO assessment methods in use across the state, the politics of accreditation and the research results arising from the assessment of SLOs. Learn how you can use whatever assessment method is occurring on your campus to improve your teaching.</p>
<p>Career Technical Education and Contextualized Learning Models <i>Lin Marelick</i> <i>Garden I</i></p>	<p>California Advancement Academies faculty will highlight their programs and i-Best faculty will be available to enlighten the discussion. Various contextualized teaching and learning models will be featured. All discipline faculty are encouraged to attend.</p>

- 4:40 P.M.** **Break**
- 5:45 P.M.** **No Host Reception**
Plaza Arbor
- 6:15 P.M.** **Dinner**
Plaza Arbor
- Fun Activity**
Plaza III



AUGUST 13, 2008

8:00 A.M. Continental Breakfast

Plaza Ballroom

Hotel check out is at 12:00 P.M. We encourage you to check out of the hotel before the 9:00 A.M. sessions.

8:45 A.M.

Academic Senate Executive Director, Julie Adams, will provide instructions on how to fill out the all-important reimbursement form during breakfast. Don't miss it!

9:00 A.M.

Discipline Breakouts Continue (3 of 3)

Discipline	Facilitators	Room
Basic Skills Coordinators	Nancy Cook	Palm
Reading	Dianne McKay	Patio
English Writing	Marcy Alancraig	Harbor
English Writing	Geneffa Jonker	Beach
English Writing	Patrick Leong	Lagoon
English Writing	Lynn Wright	Surf
Mathematics – Pre-Algebra	Joan Cordova	Garden III
Mathematics – Elementary and Intermediate Algebra	Wade Ellis and Barbara Illowsky	Garden II
Career Technical Education	Valerie Carrigan and Lin Marelick	Plaza III
Counseling, Library Science, and Student Services	Gary Williams	Garden I
ESL – Metalinguistic and Metacognitive Awareness	Mark Wade Lieu and Anniqa Rana	Plaza I & II
ESL – Applying Learning Theory in the ESL Classroom	Linda Choi and Jenny Simon	Plaza I & II

11:00 A.M.

20 Minute Break

11:20 A.M. Focus Group Breakouts

Meet with colleagues in your district and geographical region. Discuss how to link to your own campus resources, such as counseling, student services, tutorial centers, and staff development. You will also, determine strategies for how to share your knowledge and to train others on your campus.

Colored Dot	Facilitators	Room
Red	Dianne McKay	Patio
Brown	Nancy Cook	Surf
Pink	Wade Ellis	Garden III
Royal Blue	Barbara Illowsky	Plaza Arbor
Yellow	Bob Pacheco	Harbor
Green	Anniqua Rana	Lagoon
Magenta	Joan Cordova	Beach
Orange	Marcy Alancraig	Garden I
Sky Blue	Janet Fulks	Garden II
Neon Green	Gary Williams	Palm

12:30 P.M. Lunch and General Session

Barbara Illowsky, Project Director, Basic Skills Initiative

Mark Wade Lieu, President, Academic Senate

Plaza Ballroom

Hear the responses from all the focus groups. Learn about other BSI and Academic Senate activities you might want to get involved with.

Don't forget to fill out your evaluation!

2:00 P.M. Institute ends



Basic Skills Initiative Project Coordinators

Marcy Alancraig, Writing, Cabrillo College
Jan Connal, Counseling, Cerritos College
Nancy Cook, Basic Skills, Sierra College
Joan Cordova, Mathematics, Orange Coast College
Wade Ellis, Mathematics, West Valley College
Janet Fulks, Biology, Bakersfield College
Dianne McKay, Reading, Mission College
Bob Pacheco, Reading and Institutional Research, Barstow College
Anniqua Rana, ESL, Cañada College
Gary Williams, Instructional Assessment, Crafton Hills College

i-Best Panel

Leticia Barajas, Academic Affairs, Los Angeles Trade Technical College
Michelle Bartholet, Integrated Medical Training, Yakima Valley College
Connie Brown, i-BEST Academic Coach Corrections/Protection Officer Training Program, Pierce College
Luis Chavez, Director, Technical Assistance, Career Ladders Project
Linda Collins, Executive Director, Career Ladders Project
Sonja Franeta, ESL/Wood Tech, Laney College
Jon Kerr, District Chair Transitional Education, Pierce College
Wendy Larson, ESL/iBEST, Tacoma College
Pat Love, Corrections Career Program Coordinator, Pierce College
Ron Mackrodt, Wood Tech, Laney College
Doug Marriott, CTE, Los Angeles Valley College
Isreal Medoza, Director of Adult Basic Education, State Board for Community and Technical Colleges
Annalee Rothenberg, Chair, Accounting & Business Programs, Tacoma College
Jan Tegtmeyer, Integrated Education, Walla Walla College
Allison Tom-Miura, Academic Affairs, Los Angeles Trade Technical College
Devon Werble, Non Credit, Los Angeles City College

Basic Skills Summer Institute Presenters

Valerie Carrigan, Director, LRCCD Next Skills Institute and Workplace Learning Center
Linda Choi, ESL, De Anza College
Geneffa Jonker, English, Cabrillo College
Patrick Leong, English, Diablo Valley College
Lin Marelick, Project Director, Bay Area Workforce Funding Collaborative
Jane Patton, Vice President, Academic Senate for California Community Colleges
Jenny Simon, ESL, El Camino College
Lynn Wright, English, Pasadena City College

2008 Basic Skills Steering Committee Members

Julie Adams, Executive Director, Academic Senate
Carole Bogue-Feinour, Vice Chancellor For Academic Affairs, System Office
Baron Brown, CTE (AJ), Chaffey College
Rita Cepeda, CEO, San Diego Mesa College
Juan Cruz, Project Monitor, Specialist Credit/Non-credit, Basic Skills and ESL, System Office
Pam Deegan, CIO, MiraCosta College
Leige Doffoney, CIO, Los Angeles Southwest College
Marsha Elliott, Non-credit, North Orange Co CCD/Noncredit
Christina Espinosa-Pieb, Dean of Academic Services, Foothill-De Anza CCD
Bob Gabriner, RP Group, San Francisco, City College of
Barbara Illowsky, Mathematics, Foothill/De Anza CCD
Mark Wade Lieu, ESL, President, Academic Senate
Phyllis Lucas-Woods, CSSO, Cañada College
Richard Mahon, Humanities, Riverside City College
Alice Murillo, CIO, San Francisco, City College of
Robin Richards, CSSO, Siskiyou, College of the
Henry Shannon, CEO, Chaffey College
Ian Walton, Mathematics, Mission College
Peter White, CSSO, San Diego Miramar College

