

ACES Advisory Committee

Meeting Notes: 10/9/09

In attendance: Adela Najarro, Deborah Soria, Beth REGARDZ, Susanne Muszala, Anna Zagorska, Jason Malone, Nancy Fetterman, Megan Caspers, Cheryl Chaffin, Beth Nelson, Winnie Baer, Joseph Carter, Margery Regalado, Antonio Alarcon, Sesario Escoto, Jim Knickerbocker, Victoria Bañales

1. **Title V Grant Update:** detailed notes regarding Title V grant (provided by Rachel Mayo—see attached) were read, reviewed, and discussed. Among the issues discussed were: new staff positions to be created, the types of Learning Communities that will be piloted, and which courses will benefit from SIs. The group raised the question: can SIs be used in non-basic skills courses, such as transfer-level science and math courses where students have great difficulty completing these types of courses? It was also noted that there will be no more apportionment for non-basic skills students seeking tutorial support. Being able to utilize SIs in these difficult transfer-level courses would be one way to alleviate this problem. The ACES Coordinator will check in with Rachel Mayo to find out if this is a possibility or not.
2. **Learning Communities Guidelines and Expectations:** the newly created document, “Basic Skills/ACES Learning Communities: Guidelines and Expectations” (draft), was read, reviewed, and discussed (see attached). The ACES Coordinator will follow up with Paul Harvell and find out how many approximate hours are expected per .05 TU Coordinating units, so the document can include this information. The group felt it was important that faculty teaching in a Learning Community have a clear sense of their additional time commitment. The group also agreed that the exact CCFT Article language should be included regarding the 0.5 TUs. Last but not least, the group agreed that mid-semester course evaluations should be strongly recommended but not required of faculty teaching in a Learning Community. These suggestions will be included in a revised document and sent to ACES at a later time for approval.
3. **Learning Communities: Recruitment Challenges and Possibilities:** 3 new DBA cohorts and 4 new Title V cohorts will be implemented Fall 2010, giving us a total of 16 basic skills Learning Community cohorts at Cabrillo. With our expanding Learning Communities, the issue was raised regarding recruitment. The group agreed to adopt a policy where students who assess into English 255 or 100, or students who fail one of these two courses, would automatically be contacted and strongly urged to enroll in one of our existing Learning Communities. The question as to whether or not students who fail English 255 or English 100 should be required to enroll in a Learning Community was raised; however, the group felt that this would be too punitive and could potentially send the wrong message to students and the college at large. Other possibilities to deal with the recruitment challenges ahead of us were: advertise more strategically (create a brochure, advertise in the Schedule of Classes), solicit more support from Counseling and from the new Title V Learning Communities Specialist. The ICT (DBA Institutionalization Core Team) is working on developing a comprehensive plan in an effort to address these recruitment challenges. Beth Nelson also agreed to contact Denis Bailey to see if someone from DBA can present at the forthcoming Counseling retreat to solicit support from Counseling in recruiting for our Learning Communities.

4. **The Evolution of ACES:** the group discussed the evolution and mission of ACES, from its early inception as Basic Skills Institute to Emerging Scholars Institute to its current Academic Community for Educational Success (ACES). The important question was raised as to whether or not ACES is putting too much emphasis on Learning Communities, especially given that not all basic skills needs or issues are addressed by Learning Communities (i.e., ESL, CTE, tutoring, DSPTS, etc.). The problem of collapsing “ACES” and “Basic Skills,” or the lack of clear demarcations between the “ACES Coordinator” and the “Basic Skills Coordinator,” was also seen as something that adds to this issue or confusion. While no resolution was proposed at this time, this is an issue that ACES will need to discuss to determine whether or not we wish to remain primarily focused on Learning Communities or whether or not we should also devote energy on other pressing basic skills’ needs. One idea is to have the new Title V Learning Communities Specialist (in the future) oversee the ACES Learning Communities, which may potentially help alleviate this imbalance, allowing ACES to address other pressing matters that relate to basic skills students and faculty who teach basic skills courses.
5. **ASCC Grant:** ACES will request a small grant from ASCC to develop and pay for a Learning Communities brochure. The ACES Coordinator will prepare and attach a printout for an estimate amount for \$1,354 from Community Printers. Beth Regardz from Digital Media agreed to assist in the creative design of our brochure. With previous help from Mary Planding (Marketing), Margery Regalado, Beth Nelson, and Victoria Bañales have been working on the specific wording/language.
6. **DBA/Gates Foundation:** Beth Nelson gave a quick update about the recently awarded Gates Foundation Grant, which will entail the expansion of DBA of up to 3 more cohorts. The English Department voted to approve its continued collaboration with DBA and has agreed to experiment with English acceleration starting this Spring 2010 and for the next 2 years. Beth Nelson agreed to provide more details later regarding the grant, DBA’s expansion, etc.
7. **GAIT B Strategy Updates:** the College Master Plan “B” Strategies (those under which ACES is included as part of the designated team) were reviewed by the group (see attached). Two Strategies are completed or nearly completed (B1b and B2b); however, two others have yet to be addressed (B1a and B3c, which deal with tutorials—tracking basic skills students who receive tutorials & exploring potential software for tutorial referrals). The ACES Coordinator will solicit help from ACES to address the work that needs to be done to follow up on these projects.
8. **Upcoming Webinar:** information was given regarding an upcoming Webinar, “What Works in Student Retention at Community Colleges,” October 22, 3:30-4:30pm. Interested parties wishing to participate or collectively view are encouraged to contact Victoria Bañales.
9. **Next Meeting Day/Time:** for our next meeting, the group agreed to meet Thursday, November 19, 3-4:30pm. The ACES Coordinator will send an e-mail to the entire group. Location: TBD