



Basic Skills Committee AGENDA

9/23/2015 | 2:30-4:30pm | Room 2411A

Present: Michelle Gonzales, Ashley McHale, Jonathan Brickman, Brandon Byrne, Angelo Bummer, Justin Garoupa, Jennie Graham, Donna Best, Barbara Morrissey, Rajinder Samra, Angella VenJohn

LPC Mission Statement

Las Positas College is an inclusive learning-centered institution providing educational opportunities and support for completion of students' transfer, degree, basic skills, career-technical, and retraining goals.

LPC Planning Priorities

- ❖ Establish regular and ongoing processes to implement best practices to meet ACCJC standards.
- ❖ Provide necessary institutional support for curriculum development and maintenance.
- ❖ Develop processes to facilitate ongoing meaningful assessment of SLOs and integrate assessment of SLOs into college processes.
- ❖ Expand tutoring services to meet demand and support student success in Basic Skills, CTE, and Transfer courses.

Meeting Name

Members:

Jonathan Brickman

Brandon Byrne

Frances Hui

Justin Garoupa

Michelle Gonzales (Co-Chair)

Jennie Graham

Ashley McHale (Co-Chair)

Agenda Item

1. Call to Order @ 2:30
2. Review and Approval of Agenda -- Brandon 1st, Justin 2nd
3. Review and Approval of Minutes (8/26/15)

Motion: Justin

2nd: Jennie

4. (Old Business)

- a) Discuss Senate's remarks regarding charge and mission.

Ashley concerned that quorum would go up to 4 if we added another member as senate suggested. Michelle voiced making the committee number responsibility too large for the number of people on campus. Ashley suggested that we take off recommended that voting members come from Eng, Math, and ESL. Committee agreed.

- b) Make changes or charge and mission or leave as is.

Committee decided to take off the recommendation that voting members represent English, Math, and ESL.

Regarding adjunct member, the committee decided to add back the p/t faculty member who would have same rights as all non-voting members in order to not send the wrong idea – we do not mean to be exclusive, and we encourage the participation of adjuncts on all committees.

5. (New Business) Review Report & Data Review

a) Review Bask report

Barbara M. had concerns about the size of Goal A) **Get students off to a strong start with effective orientation, accurate assessment, SEPs, and early placement into basic skills courses.** She voiced concerns about the size and some aspects not being under our advisement. Jonathan remarked that it turns out that early placement is being done well already. Evidence was not sited.

Questions posed to committee ,questions that came while writing the report. Questions in bold font are followed by answers.

- **Is math jam institutionalized?**

Math Jam not yet institutionalized; Bask committee committing some funds again this year and making a recommendation for full institutionalization.

- **Check – is embedded counseling in 100A institutionalized – pretty sure it is**

Yes, 100A embedded counseling is institutionalized.

- **Has 107 embedded tutoring been implemented?**

MathX tutoring for 107, 71, and 65 has been implemented – **not sure if that answers the question.**

- **What was decided or learned about a student success center? How does it differ from the tutorial center?**

LPCTutorLink currently being done in math 55 and 47. 47 just added this year – Foundation grant is funding 55. **Does this info fit here?** Barbara M stated that a workgroup looked at looked at the future direction of the tutorial center – conversations didn't go further than the end of the semester. Original idea was that a Student Success Center would offer more services and in a more coordinated and cost-effective way.

- **Where does the testing center fit in?**

Ashley reminded us that Math had something like it when there was a math X coordinator. Pauline stated before that the assessment center did some proctoring.

b) Discuss report and make necessary changes ---New business cont.

Barbara M. questioned if we can use BS money for marketing.

Angella said that marketing is desperately needed.

Multiple Measures.

Barbara M. said that the statewide CAI is coming from the chancellor's office; a fac workgroup is looking at it, some thinking assessments should be thrown out all together and transcripts

used. An even more radical move that actually instituting multiple measures in a robust way.

Angella mentioned 10 schools piloting use of the common assessment.

Rajinder wants to keep multiple measures to English for now – he’s concerned with technical issues – IT issues.

Barb feels for the plan we need to add math and English on the long term goal.

Michelle agreed.

Ashley said that she would take these recommendations back to the math department.

Rajinder stated that Cut Scores change in English is in progress, but that we are overdue for a re-look at our cut scores campuswide. The cut scores have not been reassessed since 2009. And they will need to be done again with common assessment

Math Jam needs continued support, and support toward institutionalization.

Tutorial Center—**Barbara M.** reminded the committee that two people running/coordinating the center is not sustainable, and that Instructional support in all areas could be better all around – for example math x coordinator.

Michelle suggested that the Basic Skills professional development could be housed there.

Barbara M pointed out that Basic skills students on this campus are largely supported by the tutorial center –last year up to 45%. No evidence was cited.

Pauline will double check that number.

Barbara M. has put forward a position request for a F/T coordinator of the tutorial center since it was a possible action item posed by the task force last year.

Jonathan B. said that when the task force left off last year – they couldn't decide whether or not they should write a business plan when there's no coordinator or do they need a coordinator first.

Barbara M. said that 3sp can't pay or anything in the tutorial center.

The committee decided to change the long term plan 5, taking off the assessment piece because study and assessment of each goal is implied and expected anyway.

JonB asked if we still want to create a more robust orientation.

Barbara M says counseling is exploring OnCourse/Pscyh Counseling 30/college success in a more widespread way.

Angella going to an On-Course training conference.

Jonathan said he'd volunteer for expo.

Angella mentioned the possibility of bringing back a more robust version of Expo – not just orientation but skill-based = extended orientation. All these options are still being explored.

Draft funds have been added to the table.

c) Math Jam Data (new business cont.)

Ashley said his is data for the January math jam. Handout created for students who wanted to jump and who didn't. Handout shown to committee. 90 Math Jam participants. All took a diagnostic pre-test and took a post-test (same test) to track 89% improved. Half wanted to prepare half wanted to jump. 50% of those who wanted were eligible to jump. Students preparing for 107 success rates increased 34%; Math 65 79; Math 55 71% with Math Jam.

Statistics, Math 40 MJ improved rates for students 22 or older. The Stats class approach will be different for the next Jam; will include individual workshops, and a focus on word problems.

81% of jumpers 1 level above had an 81% success rate. Growth mindset concepts included into the curriculum – many with a fixed mindset wound up jumping.

Maybe it partially works because it's low stakes.

Angella would propose, based on these findings that we increase the program. The program will need a coordinator – STEM coordinator will be that coordinator.

Jennie said that lab space is an issue. Getting summer tutors was also a problem due to vacations – could use an F hour to pay adjuncts.

Math Jam group also wondering if it could it work to move to a morning and evening session in order to grow the program?

Barbara mentioned that 5 who jumped did not pass – one in particular was crushed. They need follow up. It is private

information, but a counselor could get permission from the students to pass along their information.

Michelle said that it's likely that at least a couple of them will have not passed due to life issues.

Barbara asked how we ensure that some spots are saved for HS students – new students. The program is majority current student.

Donna Best from the assessment center says that recruitment of new students for math jam could be done through the assessment center.

Jennie said that she can get marketing materials to the Assessment Center.

d) John Hetts Data (new business cont.)

Michelle shared the statewide study examining CC and HS data.

Barbara Showed us what's being used now for both math and English – the GPA, grades are much higher – See handout.

Jonathan. Wonders if the standards of a 1A will drop?

Self_fullfilling prophecy idea.

Rajinder stated that Long Beach had also been concerned about that.

Justin said that overall pass rates did go down a bit by course at Long Beach, but the overall success go up – the throughput goes up.

Ashley made a point about the acceleration model in math is not accepted as transfer level math at the UC level.

Justin asked if acceleration is successful because it limits the effects of the placement? If placement becomes more accurate will the effects of acceleration be lessened or be necessary.

Presenter

6. Informational Items

a) More on Basic Skills doc, Table on page 13

We do use data mart to track basic skills, but the data is limited, especially for ESL.

Jonathan brought up implementation of a basic skills program. Should we be a program instead? Such a program would require a coordinator. Should there be both – a program and a committee?

7. Adjournment

8. Next Regular Meeting 10/28 @ 2:30