



Basic Skills Committee MINUTES

8/26/2015 | 2:30-4:30pm | Room 2411A

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.

Basic Skills Committee

Members:

Jonathan Brickman

Brandon Byrne

Frances Hui

Justin Garoupa

Michelle Gonzales (Co-Chair)

Jennie Graham

Ashley McHale (Co-Chair)

Don Miller

Agenda Item

1. Call to Order – Michelle Gonzales

2. Review and Approval of Agenda

Motion: Justin Garoupa

Second: Jennie Graham

Approved

3. Review and Approval of Minutes 5//15

Motion: Jonathan Brickman

Second: Brandon Byrne

Approved; 1 Abstension

4. (Old Business) Summary of last year's activities

Efforts included supporting tutorial services through increasing Sheri's hours and funding tutors in the Math X Self-paced program, and funding part of Math Jam; ESL and the library purchased books. The library database was reviewed to determine if resources could be used to support basic skills to prepare for placement tests; it was decided that it was not feasible due to being too expensive and very limited.

"Smart pens" were purchased for DSPS program.

English faculty are teaching tenets from the Growth Mindset program in their courses.

There were interests that were pursued but not completed: members wanted guest speakers with expertise or research in Basic Skills for staff development. An exit survey has been requested for students withdrawing from a class, potentially on Class-Web when the student drops the class, but

this cannot be done. Request for an entrance survey “Are you ready for college” has been considered.

5. (New Business) Review committee charge and mission

a) Review mission and charge

It was suggested that we alter our charge to be:

Charge:

The Basic Skills Committee is responsible for the following in Basic Skills:

- Gathering, reviewing, and assessing data on student success
- Identifying, coordinating, and publicizing best practices for meeting students’ educational needs
- **Planning and** creating strategies for removing barriers and addressing educational gaps
- Supporting innovation in process and instruction
- Facilitating the implementation and evaluation of Senate-approved proposals

The committee feels that it is more than just a planning body (thus the removal of that statement in the opening sentence, and addition to the third bullet) and that our focus is strictly on Basic Skills.

The membership will change to:

Voting Members

1. 3 Faculty, from any division (**Recommended from ESL, English, Math, and DSPS**).
2. 1 Librarian.
3. **1 Counselor.**

Total Voting Members: **_5_**

Quorum (50% + 1) : **_3_**

Non-Voting Members

1. **Chair** (*votes only in the event of a tie*).
2. 1 Student Representative
3. **VP of Academic Services**
4. **1 Division Dean**

The committee feels that the membership should be open to faculty from any discipline, but since Basic Skills is specific to English, ESL, Mathematics and DSPS, it is recommended that the faculty membership be comprised of those constituencies.

Counseling, divisional deans, and the VP of Academic Services already attend the regular committee meetings. The committee wants to honor the ongoing commitments of these groups to Basic Skills by adding them to the membership.

Counseling should have representation as a voting member, along with the 3 faculty + librarian as counseling has a valuable perspective in discussions around the population of Basic Skills students and their needs, as well as the programs to help them, that the Basic Skills Initiative could address.

Representation from the Teaching & Learning Center is removed. Although a vital program on our campus, the committee felt that it wasn't necessary to include the representative for our membership. If their expertise is needed, we could request a member of T&LC as an invited guest to the meeting instead of including them regularly.

The committee also decided to remove "Adjunct faculty participants, volunteers" from the membership with the understanding that this is an open meeting for anyone to attend, but it was not necessary to include "optional" members as official members.

b) Hear from committee about their BaSk interests

LPC Tutor Link is a new program currently being funded by the tutorial center for intermediate algebra and Math for Liberal Arts. We would like to extend this to elementary algebra with BaSk funding. Math Jam: We'd like to see data on the previous Math Jams, but also continue funding the upcoming Math Jams, since this is now only entering its second year.

One suggestion is that tutors are separated into different classes of tutors based on their experience and success: some tutors could be classified as "academic coaches" that would then teach basic student success skills.

We would like to consider supporting staff development in appropriate ways by creating and implementing workshops around Basic Skills and bringing in speakers.

It is suggested that Basic Skills money be used to reach out to communities that would benefit from our ESL program as well as other Basic Skills areas. The biggest challenge for ESL is enrollment (not success or attrition). The number of Spanish speaking students taking ESL classes in LPC has plummeted. Some

suggestions of outreach include the help of counselors and student clubs. The Puente program was suggested as one form of outreach but there could be confusion between English classes and ESL classes (English 105 is in the Puente cohort).

Due to the potential confusion between English and ESL courses, it may be beneficial to create a better plan for helping students decide between these paths.

In the past, there has been Task Force work on the centralized service center (tutoring/ILC/etc), and it may be beneficial to bring back this student success center idea. Jennie is planning to be involved with this Task Force.

A working relationship between Enrollment Management and BaSk is desired, as Basic Skills courses generally have low productivity numbers and are more expensive. Enrollment Management tends to focus on the productivity number instead of more holistically with Basic Skills leading into so many other areas.

The library is very willing to partner with the teaching faculty in the courses to develop orientations and sessions so that students in English & ESL get a different experience each time.

c) Co-chairs share BaSk interests

More Learning Communities are desired on campus. There are Innovation funds from local chancellor's office that could assist with this. It was suggested that these should be funded for multiple years and that it is learned what these programs need to get started or stay going. The College Foundation Semester was a hugely successful learning community a few years ago; can it be brought back?

We want to see the Math Jam data! It should be coming soon for the January session.

The self-paced Math X program (8 courses, 6 of which are Basic Skills) serves many students, but the math department is not satisfied with the setup. It was suggested that we research the Emporium Model more and learn what it may take to better implement that for Math X.

Although possibly not a BaSk-funded venture, the math department is considering "compressed classes", running two back-to-back classes during a regular semester (2 8-week sessions during the fall/spring) similar to Chaffey College's Fast Track Program. The math department would need more groups to partner in this to provide the population of students who would take these classes more options for courses.

The school needs a proctoring/testing center. Possibly this could be grouped with the Student Success Center Task Force.

The school needs a full-time tutorial center coordinator. The full-time Math X coordinator position should be reestablished.

It is suggested that the college implement true multiple measures for determining readiness for a course and de-emphasizing the use of assessment. The departments should review current cut-scores for assessment and compare to the CSU cut scores. John Hetts has data to support this move.

6. (Informational Items) Statewide Assessment

a) <http://cccassess.org/>

b) <http://ccctechedge.org/news/miscellaneous/518-cas-to-include-optional-multiple-measures>

There is going to be a common tool; now students can port their assessment scores to other schools.

They have a rubric for competencies; faculty should look it over and give feedback through the website above.

There is an ongoing challenge to get students to take the exam (English or ESL) that is best for them.

The BSI Coordinators meeting discussed assessment extensively.

7. Adjournment: 4:28 PM

8. Next Regular Meeting 9/23 @ 2:30