



# Basic Skills Committee MINUTES

10/28/2015 | 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.

## Meeting Name

### Members:

Brandon Byrne  
Jonathan Brickman  
Frances Hui  
Justin Garoupa  
Michelle Gonzales (Co-Chair)  
Jennie Graham  
Ashley McHale (Co-Chair)

## Agenda Item

Present: Jennie Graham (JeG), Justin Garoupa (JuG), Brandon Byrne (BB), Don Miller (DM), Jonathan Brickman (JB), Barbara Morrissey (BM), Pauline Trummel (PT), Ashley McHale (AM), Michelle Gonzales (MG), Angella VenJohn (AV)

1. Call to Order 2:33 PM

2. Review and Approval of Agenda

MSC: Justin/Brandon

3. Review and Approval of Minutes (9/23/15)

MSC: Brandon/Justin

4. (Old Business)

a) Update on Senate's remarks regarding charge and mission.

Senate approved our updated charge/mission

b) Discussion – no discussion

c) Report Updates: RAW Center & MMAP/Assessment

New contract made more expensive to pay adjuncts; Michelle spoke to VP Bennie and agreed that some \$ from tutorial allocation go toward RAW (\$5K of \$45K); with idea that everyone is working toward institutionalization of RAW

JB/DM discuss concerns with funding of RAW; JB concerned with "backfilling"; DM says using max funding, but to keep at current levels they need more \$.

MMA/Assessment Study from English 2 years ago – secured BaSk funds \$1K for study by Mike, Elena, Karin (stipends); Rajinder didn't complete research until just a few months ago. They are requesting payment from this year's allocation; We allocated \$10K for MMA this year, \$1K could come out of this pot .

BM concerned that we're backpaying;

MG: Mike, Elena, Karin did work in allocated time period, just waited on data for completion

JeG: doesn't care one way or another, as long as they put in their application; proof of request, then sure, give them the money.

JuG: makes it difficult with long-term budget; challenging – planning for allocation very difficult.

MG: Maybe we need to make a rule

JuG: do we have a portion of money for contingency?

MG: No. Maybe we set aside some funds

JuG: Mixed feelings; maybe we set aside some money so that when things come up we have some \$ to give to the ones doing the work

MG: or we could say you were allocated funds but if you didn't finish, resubmit proposal for completion at first meeting.

BM: 2010-2011 is 5 years ago; but there are concerns that that was too long ago. From a committee organizational standpoint, to come and ask for funds years later ...

JB: it seems hard to be that flexible; you are responsible to meet deadlines

JeG: Should have been check-ins by the requestors of the \$; some kind of communication

MG: We need to set some guidelines

JB: Any proposal not completed by end date, before end of period, a new proposal/request for extension be submitted.

BM: This committee pays a bill that is 5 years old, what does that say to the rest of the campus? A lot has happened in the 5 years; I think that's bad practice.

JeG: I agree with that: clean slate moving forward have a policy

MG: within the year you submit, if you are not going to complete within time frame, you must resubmit for an extension, which may OR MAY NOT be approved by the next year's committee. Our job is to communicate clearly to the campus.

## 5. (New Business)

### b) Basic Skills Marketing

MG: We allocated \$10K for marketing; marketing Basic skills programs and ESL, best practice across the state is for Basic Skills to have at least one format of marketing material with all programs/services offered; I will take the lead on this; we are going to develop it; I have been looking online for marketing strategies; we should think of format, more than one format; color; whatever we put on hypothetical brochure, same info would be on BaSk Website; lots of good looking apps, but takes getting new webmaster involved.

Who has ideas? What should we do?

JeG: Where would they be housed? Do we want them to list out classes?

MG: Puente, Math Jam, Tutoring; Basic Skills Math, Basic Skills English, ESL

JB: trying to create one flyer for different populations might not be good; maybe we make three different brochures, one for each

JeG: More real estate for each program

Three different brochures; services specific for each on the brochure

JB: marketing is to get informed students; telling students already in program not marketing?

MG: still marketing our different programs to the students; marketing and education – here's what we can offer you in terms of support;

JeG: Internal vs external marketing

MG: whatever we develop should be used for both

BM: HS Students don't really know what basic skills is.

JuG: audience affected by different mediums; sidebar: some marketing might be appropriate for HS instructors to publicizing programs to students

MG: if we can get the message clear for students, then the HS teachers could use the materials. Brandon, when you first came here, what did you know vs. not? Placement, your next steps?

BB: I knew I had a hard time with English, in BaSk English.

MG: when you were directed to BaSk English, what did that mean?

BB: counselors would come in

JB: this would be most useful for assessment center; "don't despair, here's what we have in place to help you succeed" That same message wouldn't apply for ESL students

MG: Know your audience and what to purvey.

AV: the idea of marketing is that to get more students, is it informational?

JB: for English/Math, it's mostly informational – introduces to services to help them to succeed; Something like that could help ESL , but marketing to go out and get more students into ESL program.

MG: Marketing being part of best practices

AV: BaSk money, how does this support student success?

JB: Understanding pathway, and supports

MG: we know navigating the pathway is extremely difficult, different programs don't do a great job getting info out

We should think about other kinds of marketing mediums; video, or app? 15-30 min on each program that have actual students from those programs in the video

JB: it used to be that if marketing was needed, VCom used to take that on.

MG: Jeff can help with video; mass comm does have a video marketing class;

DM: Design shop still has students working; hoping to hire full-time to start January to replace Fredda. Faculty still work with students (print materials) Mass communications & Photography would do video editing.

JeG: outsource the design, or doing it as a department? Do we want departments to design them and have committee approval?

DM: Add into this: it's better from a design standpoint if basic template is same for all three; how it looks need to be the same. Overall design – same paper, same color scheme, same overall layout. We could use students, who sign a release.

Next steps: Math/English/ESL will come up with content to be included; include counseling/tutoring in each one

Video will go on hold for now; but later decide how long for each;

JeG: tours of the different services; support services at LPC

BM: identify support services for these students; but don't want them to feel completely separate; some generic things; Could be included in the orientation.

### c) Basic Skills Staff Development

MG: one of our goals is to bring more staff development on campus with BaSk focus; Allocated \$10K to create Basic Skills development opportunities; requested Flex day activity time; poll faculty, but let's brainstorm what we could do:

What kinds of Basic Skills staff dev is needed?

JuG: Educating campus to Basic Skills; faculty working within those areas;

MG: Reading Apprenticeship

JB: workshop called "Helping ESL students in content area courses" – good classroom technique, very directly applicable to classroom management, notetaking

MG: Where will we be in the OnCourse training?

AV: Nov. 20 on campus: Having a 2-3 day training in spring; OnCourse – interactive learning centered activities that anyone can use in their classrooms. More teaching the students to be proactive in their education. Brief lecture then activity that focuses the students.

BM: this is not a counseling program, but a nationally recognized classroom technique to get students involved; counseling is taking lead due to SSSP, but this is not a counseling program

JB: at our division, received less than warm response; are we helping faculty come to awareness that there are things faculty can use to help students. Maybe we need to precede it with marketing blitz of how important it is and they are part of every course.

BM: A description: this is about teaching and learning – classroom techniques, pedagogy, best practices for teaching and learning.

JB: maybe better to distance from OnCourse, if use aspects from OnCourse, don't call it that.

DM: As we do a workshop for faculty based on OnCourse ideas, we're not just in the mtg using OnCourse marketing (people don't see past the glitz)

BM: years ago when staff dev had money, president of Southwest College had 50 people from OnCourse come to campus and the entire campus was trained

AV: came away with a toolbox that help students achieve deeper learning

DM: testimonials are the way to get people interested and involved.

MG: We should set a goal; it will be for Feb. but we should have it decided by next meeting (what kind of staff development)

JB: I don't think it needs to be from OnCourse; but 10 different strategies covered in this workshop;

MG: 5 Superstrategies to help basic skills students

BM: maybe we could use teachers teaching teachers model for that workshop

MG: I like Jon's different strategies, more possibility to reach more, and send more away with things to use; maybe each of us come up with one idea?

JeG: workshop idea: strategies for Basic Skills for each program or all in one?

JB: techniques that can be applied in any discipline would be better for all

JeG: Working with ESL in content classes great idea; how would I translate a math basic skills into a content specific area?

JB: Pair share

JeG: More of a general sharing of ideas than specific teaching techniques; reading apprenticeship would be applicable to all

MG: one RA activity, one OnCourse activity; one classroom technique (assignment design)

Next meeting come back with ideas.

#### 6. (Informational Items)

a) Rajinder Samra heading up MMAP for English. Team also includes MG, Karin Spirn, and Angella VenJohn. We are on track for instituting state mandated and robust use of multiple measures in English beginning Fall 2016. As recommended by state, the college will place students based on highest measure, the test or GPA.

JB has been invited to the team

JB: doesn't seem relevant to ESL students (too many variables that would be useful)

MG: anyone interested can be on the team; Meeting at noon in Rajinder's office

#### **b) On November 13, College of San Mateo is hosting "Acceleration: A Powerful Lever for Increasing Completion and Closing Equity Gaps."**

*Colleges offering redesigned accelerated pathways with CAP are seeing dramatic gains in student completion of transferable English and math courses, with all students benefiting and achievement gaps narrowing for students of color. Recent research has also pointed toward promising new approaches to placement.*

*Join speakers Katie Hern and Myra Snell, Co-Founders of the California Acceleration Project, along with English and math faculty from Northern California colleges offering accelerated pathways.*

For more information, here's a link to Eventbrite: <https://csmaccel.eventbrite.com>

c) UC/CSU Path Cleared for Statistics Pathways

AM: UC/CSU have decided to accept pathways for statistics: CSU through fall 2019; UC created exception for Statistics prerequisite. This is a big deal. The math department is currently researching the different pathways and will decide how to proceed with these pathways in Spring semester. Math 50, Core Intermediate Algebra, will be offered starting Fall 2016, which is the non-STEM alternative to Math 55.

d) Student Success Conference: Short Report

AM: Kristy Woods and Paula Schoenecker attended the Student Success Conference, and Kristy returned with a lot of interesting information that was shared with the math department.

AV: Institutional Planning committee; share with them the crosswalk document and planning worksheet

JB: Already feels duplication between the different pots of \$\$

DM: Concerns of how to bring these entities together

MG: a lot of overlap: Equity plan for basic skills completion; some funding; see where overlap is so we're not duplicating and seeing gaps

DM: three funding sources can communicate to chart/outline/display/create a master explanation; To know where we point people

AV: Equity falling under SSSP with Diana

BM: unprecedented times – so much money flowing into campus, Also HSI; need for centralizing; some kind of oversight

DM: other campuses have a person in charge of grants coming in; we should have someone central to manage these funds (transparency; an "air-traffic-controller") Even if someone is assigned to bring coordinators together on regular basis;

BM: Maybe we have a recommendation come from Basic Skills that there needs to be someone with oversight capabilities to be central clearing house for these grants and sources; the grants are competing with each other for the same population. Who is going to implement it?

JB: second the fact that at least with Equity report, how things are going to be funded is still entirely shrouded in mystery

BM: unintentional and intentional both – have to be neutral; leaves writer and grant some flexibility.

JB: with Basic Skills money when it started, no one on campus knew about it except a couple VPs who spent it.

BM: in Basic Skills early: 0 to \$190K no one knew it had rolled over.

MG: suggest a central person or place (system) to coordinate funding, to reduce duplication, to help things go smoother and to help with budgeting esp. in Accreditation. Who do we say this to?

IEC, IPC, College Council, Academic Senate

7. Set Next Regular Meeting – regular meeting day falls during Thanksgiving break. December’s reg meeting time is during winter break.

Should we meet 11/11 or 12/9 @ 2:30? – both are second Wednesdays.

DM: campus technology cmte moved to 2<sup>nd</sup> wed.

Maybe 12/9 would give more time to do homework.

December 9 next meeting.

Homework Items: Brochure Ideas & Staff Development Ideas.

8. Adjournment 4:12 PM