

LAS POSITAS COLLEGE
BASIC SKILLS COMMITTEE (BaSk)
February 23, 2015 - Room 2411A
Minutes

In Attendance:

Brandon Byrne (ASLPC Rep), Heike Gecox, Jennie Graham, Paula Schoenecker, Angella VenJohn, Jonathan Brickman, Frances Hui

Guests: Barbara Morrissey, Diana Rodriguez

- 1) **Welcome and introductions:** Diana and Barbara joined us this week. Angella will be joining us for the duration of the semester.
- 2) **Minutes approved** by Jonathan and seconded by Brandon.
- 3) **Chancellor's office update:** Every second Friday of the month the chancellor's office conducts a BSI Coordinator's webinar. Paula attempted to review the webinar with the committee ; however, the computer in 2411A would need Blackboard Collaborator downloaded to accomplish this. Paula offered her login information for others to view the information.
 - Interesting talk on FTEF (offering learning skills type classes though continuing education)
 - Santa Barbara (?) talked about its cohort program: everyone takes math and English together...ran into some funding issues
 - Another college spoke of accelerated ESL.

LeBaron Woodyard reports: colleges are increasing their degrees.

Budget cycle reporting will be in July instead of October. This means Money must be spent sooner.

Last year's budget is nearly spent and would like to finish it up by June.

4) **Tutorial center update:**

Pauline shared usage of tutors. (Gave charts)

Diana asked why math was so much higher if the students have the use of the ILC. Jennie and Paula explained that the ILC was not tutoring, but help with their lab assignments and quick spot check help, not full on tutoring.

Most students appear to struggle with math 55 and 40.

Pauline is giving a program she is calling Tutor Links a trial run this semester in four math 55 classes. She has an official tutor dedicated for each class. This is supplemental instruction. The tutors do the tutoring in the tutorial center at an assigned time.

Each of the math x sections received a tutor: we are working on integrating the tutors into the course to make the most effective use of their time. During the last semesters, there was question as to whether this was a good use of tutor time since students didn't always seek the help they needed and instructors weren't sure how to use them. Dialogue and training will continue between Kristy Woods (math department coordinator), the math x instructors and Pauline.

Need to continue working on ways to stop the attrition in the math classes. Getting a student from 107 through 55 without dropping is the challenge. Our numbers are comparable to the state numbers but we still want higher rates of basic skills math completion.

Discussion ensued regarding ways to increase student success and persistence through basic skills classes.

Suggestions:

- ✚ have students bundle a growth mindset class with their math class if they score at a certain level or if they fail a class for the first time.

- ✦ need front end loading of information to students on how long it will take to get a degree, how many units to take, etc.
- ✦ Jonathan asked how likely it is to put a class like this together and make it required? Barbara asked if she should take this to the counseling faculty.
- ✦ Angella says they can beef up the online orientation and also look into making a requirement course for enrollment.
- ✦ 3SP: more interaction with the k-12 system.
- ✦ Paula suggested we look at adding very basic skill courses as non-credit. Since students have to pay for this on their own, they may take the material more seriously and free up FTEF for the higher basic skills' classes
- ✦ Angella: US students vs others countries: Number of concepts covered in US class are more than in similar classes in other countries and less time is spent. We need depth for breadth. Common core is hopefully helping with that.

Tutorial center note: Now that it has a general fund line item, we don't need to seek funds just to keep the center running. Just need to find money to hire more tutors and more hours.

5) Revisiting supplemental instruction

Angela did a mindset talk in Kristy Wood's math 55 class. This semester Kristy and Angela (along with two other math faculty) are piloting integrating "life-skills" with math. This is a collaboration between the counseling department and math. Angella's talk went well. The students had a lab that prepped them for her talk. She will continue to do this throughout the semester.

Not exactly supplemental instruction, but this should help non-STEM students get to a transfer level class. Teri Henson's sabbatical project is making a pathway class for non-STEM majors to get into statistics. It is hopefully going to be up fall 2016 or 2017.

Math is putting accelerated classes for 107/65/55 on hold for the time being.

Suggestions: Tutors who have taken classes before are assigned to tutor students from the same class/instructor. Smart pens could be used to capture notes from tutoring lectures and then posted on website for students to view at a later date.

Diana Rodriguez expressed a concern that the committee wanted to decentralized tutoring. The committee is not in favor of decentralizing tutoring. It never has been. Tutoring should stay in the tutorial center and coordinate with the math and English department labs.

6) Professional development opportunities/ campus wide speaker(s)

Paula: Leonard Geddes introduction video was shown about using his four week class to help boost student scores. He has developed a student program on "metacognition" where students learn to move from memorizing to understanding. Visit learning@thelearnwellprojects.com

He is a key note speaker at ACTLA in San Francisco.

Paula would like him to be a speaker at LPC for staff dev.

Overview and advertising blurb: <https://www.youtube.com/watch?v=rc6MpnokUcg>

His overview as if talking to a new group of students taking the 4 week training:
https://www.youtube.com/watch?v=jDuL_2XtD-4

Worth the 30 minutes, this gives you an idea of what goes on in the "course"
https://www.youtube.com/watch?v=SDpGakYy_uo

Jonathan threw out a word of caution that having a professional speaker come to the college is very expensive and could be meaningless without a good follow up plan. Diana added that we need measurable objects for the speaker visit. Paula wondered if administrators could facilitate instituting his ideas, but Diana felt that it really should be faculty driven in order to stick. Angela and Jonathan felt that faculty should be trained to present material semester after semester instead of just having the one shot semester lecture.

Need faculty administrator to cut red tape to get trainings off the ground. Also need a strong classified support.

Jonathan wonders how best to share information from conferences with the campus at large.

Could use Town Hall to reach a wider audience of faculty and staff for professional development advertising and feedback.

7) Good of the order

Jonathan asked “what is the best way of submitting basic skills requests?” Answer: Bring it up at the next meeting. Quick one for today: Would like to offer books and information to the ESL program...only a couple hundred dollars. The committee felt there would be money in the budget for this.

Jonathan shared ideas from BaSk at the Charette. Noting super interesting came up that hadn't been discussed before other than trying to involve parents a little bit more. But the group was all over the curriculum.

The event covered an enormous range of issues, but there wasn't a clear cut direction for where to go from there.

The basic skills committee is always interested in hearing about possible programs, projects, that may benefit student success and persistence. Please mention this within division meetings.

Adjournment. Next meeting March 23, 2015.