

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

In Attendance:

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

1) Welcome and introductions

- Jonathan will not be able to take over as BaSk chair. Need to put out a notice for someone to come forward.

2) Approval of agenda and minutes

- Angella moved to approve minutes (with edit of Frances' absence). Jennie seconded it.

3) Coordinator's report: Chancellor's office updates and BSI Coordinator meeting highlights. *See attached summary of the meeting.*

- California Success Center
- Research report re: California Acceleration Project
- Chancellor's Office report on updates for BSI Coordinators:
 - *Method of submission will convert to online submission except for a signature page.*
 - *Submission deadline was moved to spring in 2016.*
 - *There will be a two year rolling budget, but the state wants earlier accounting of expenditures.*
- Committee discussion:
 - *This means we need to become more efficient finalizing expenditures on big ticket items sooner.*
 - *We've put in the order for Math Jam t-shirts.*
 - *Paula has put in a budget update request, and expects to meet with Natasha soon .*
 - *Paula would like to start developing larger projects that could be successful, scalable and sustainable*
 - *In light of the fact that non-credit basic skills courses will receive the same state funding as credit courses starting July 1, 2015, we may want to look into*

the possibility of offering lower English and Math courses in a non-credit mode.

- *The English and Math programs are not setup for VERY low level students, and do not have the FTEF to provide courses for them.*
- *There are arguments for this: Students at this level may not be college appropriate.*
- *Paula feels that this is an area that LPC could address differently. This would require a campus and maybe even district buy-in.*
- *Non-credit courses will be funded, but they are treated differently for students to pay for them. Students would not be able to get financial aid for them.*
- *BaSk can start new classes with basic skills money and programs. This could be something that we look into.*
- *Jonathan notes that we want to make sure we don't step on the Adult Ed schools' toes since we are all trying to do the same thing.*
- *Note these classes do need to be part of getting a certificate, can't just add a course.*

Chancellor's office report continued:

- Not all credit ESL courses are eligible for funding.
- Success Center for the CA Community Colleges:
 - Mission is to help Com Colleges implement Student Success Task Force recommendations (not 3SP, the original).
 - Key focus was on Prof Dev - to expand learning opportunities for faculty, staff, admin and trustees.
 - Major project - Online Portal as a "one-stop-shop" for training.
 - This Clearinghouse will be piloted this summer.
 - Paul Steenhauseen is in charge of this. If you have questions you can contact him at psteenhauseen@cccoco.edu
- Acceleration for Math and English: Talk on how it gets students through faster. Paula shared the PowerPoint Presentation that was given. This is available on cccconfer.

4)Basic skills discipline reports:

ESL report + request for books

- Jonathan will generate a list of titles with costs from the least expensive place they can be purchased.
- The books are all for the below transfer level classes.
- Paula wondered if they would be appropriate for LS students, Jonathan felt like they would be too easy. They are for first or second grades.
- These books are an in class set.
- The big issue for the program continues to be enrollment numbers. Classes have been cancelled at all levels due to these low numbers. Marketing would REALLY help with this issue.
- Student do, however, seem to be staying in the ESL program a little longer instead of skipping over to the English classes.
- Success rates seem to be generally good overall.
- Paula says we may want to start promoting the Learning Communities cohort trains again where we link programs.
- ESL is now going to start going full term instead of late start.

Math report

- Math 65AB/55AB classes may be going to a full term course instead of late start. The math department is discussing this.
- Self-paced math is still working with how best to incorporate the tutors into the program.

Counseling report:

- Angella shared an article from the Contra Costa Times about new teaching methods for math using the idea of “Growth Mindset” coined by Stanford University Professor Carol Dweck. Paula would like Angella to investigate if any of the people involved would like to come and present for professional development.

- Angella says that the students in the Math 55 classes are undergoing embedded counseling and will take a survey at the end of the semester to get the students' feedback.
- If embedded counseling is continued then Angella would like to see the content increased and made more supportive. Potentially journal assignments could be done or students could work on metacognition by doing a "post mortem" analysis on their exams.
- Angella would like to offer more workshops for students that are a little more in-depth.

English report:

- Paula read an e-mail from Katie Eagan:
 - They've been working on assessment scores.
 - They are now working on acceleration through English.
 - The debate is do they put students in a lower level course to start or have them start higher and repeat it a number of times.
 - They don't want to do a Word Jam type program since assessment scores do not seem to be a very useful predictor of success
 - Would like to discuss models with Paula and interventions for passing 100A.
 - Committee is curious about what makes the 104W class so supportive for students, thereby facilitating acceleration through English
 - Heike pointed out that this is only the second semester it is offered so whether it is successful or not is not yet known.
 - Paula is concerned because the success tracker shows that students are not getting through 1A even though they are getting through their basic skill level courses.

4) Review of accreditation standard report in BASK areas II.A, II.

- Multiple measures used to assess Math, English and Chemistry. ESL uses CELSA.
- Jonathan mentioned that there is a consultant who can speak to how to implement multiple measures successfully. He can't recall his name, but he will pass that information along.

- Jonathan put out a flyer about which ESL assessment to take in order to clarify for his students whether they should be taking ESL or English assessment. This document has been sent to Ginger and posted.
- Committee read through the areas where it has influence or is mentioned.
 - The committee was fine with the write up for the committee.

5) Prioritization of resources for IEC.

- Rajinder requested some feedback from committees for use on the IEC.
- Did the committee prioritize resource requests?
 - We have few requests for resources so no need to prioritize. The committee established last year that we would no longer be funding smaller, unsustainable projects.
- Did your committee consider the college planning priorities when prioritizing resource requests?
 - Our committee is charged with a specific priority of basic skills so we did consider that planning priority by default.
- Were the college planning priorities clear to you and or your committee? How could they be clearer?
 - Not everyone understood what was meant by each priority. For example--what is meant about "Technology utilization for staff development. The priorities should be clarified and discussed at more meetings.

6) Discussion of possible qualitative survey for students in basic skills classes. (Tabling)

7) Items for the future: Need for non-credit courses in English and math (Tabling)

8) Good of the order

- Jonathan Reported on AB86 meeting (outcomes from our region on better aligning adult education and community colleges.

- Adult schools are at the whim of their chancellors

- State is looking at an alternative with AB-86 as a transition from adult schools into community colleges.
- Each region has handled this differently (we had consultants that facilitated our desires)
- Essence of the report: Restore adult education to its previous condition instead of redefining it. Create a better way to transition students from adult schools to community college. Align curriculum so they have the appropriate entrance skills and assessments. Proposal has been sent to the state. Once all proposals are examined the state will decide how funding is distributed. The model is still in flux, but the meeting felt productive. Most of it focused on counseling and community help. Sometimes literally holding students' hands as they make the transition.
- Jonathan will likely be on a workgroup that works on one of the elements that will help with this transition.
- Both creating and educating people about the different pathways in education exist: transfer, certificate, career, etc.
- Paula added: There are no DSP services provided at most adult schools and it seems that most students in adult education are likely in need of those services. Part of the transition should be in assessing their need for those services.
- Jonathan will send out a copy of the report.
- Paula added that when considering our environmental scan and a lower enrollment of women that : LPCs depth of CTE programs don't cater to women or at least don't appear to cater to them. We need better recruitment that shows them there is a place for them at LPC.
- Angella offered to bring some marketing samples from another school in Brentwood that seems to have done it right. It had career information with salary examples and how long your education track would be.
- Jonathan shared that for ESL he designed a program pamphlet that he self distributes to the community hotspots for ESL need. He uses his own time and money to do this. They also have an open house where he invites all of the adult schools to come, but he doesn't have a way of sending that invite out to a greater area.
- Frances suggests that he try an Alumni panel such as what Nan does for her biology students. Also, could hold the open house elsewhere so that it is not as intimidating as coming to a college campus. Such as a public library's conference room. Jonathan feels they are great ideas; he just needs to find the time to look into them.

■ Need to add a reporting bullet to the reporting section for the Library.

Adjournment. Next meeting April 27, 2015