12/6/13 Basic Skills Meeting

Present: Victor Cummings, Lauren Servais, Connie Gozzarino, Julie Muzzatti, Ann Foster, Carlos Valencia, Li Collier, Jim Cason, and Anna Brown

Absent: Mary Kay Rudolph, KC Greaney, Lauralyn Larsen, Geoff Navarro, Margaret Grayson, Gary Allen, Kris Abrahamson and Inez Barragan

Minutes from 11/1/13 approved.

Basic Skills Co-Coordinator Position (26.667 FTES): Committee discussed the creation of the New Basic Skills co-Coordinator position to help BSI committee develop initiatives. Carlos wondered where the money will come from now and in the future to support this position.

While the position could be in place for spring 2014, Victor does not know if we can find someone in the next 30 days.

BSI Committee Goals:
1. Basic Skills Coordinator
2. Staffing issues: get a basic skills committee member on the staffing committee
3. Supplemental instruction
4. Embedded counseling
5. Learn, use and apply data to enhance BS program effectiveness.

BSI Coordinator position could look at pathways and instead of adding onto the pathway, can we look at how we can tweak what is already in pathway. We have the approval from Mary Kay to hire a Basic Skills Coordinator.

Supplemental instruction: ESL is piloting SI, and CSKLS is already using SI. Committee wondered if we could get Mesa students to participate; we could offer payment or work experience units. Students will need to be trained. Lauren suggested recruiting past students. In order to make SI work, we need a detailed instruction sheet to provide faculty so they know exactly what steps to take. Ann suggested have two models: classic where you train students and they get college credit. There’s another model already in place with pre-calc and calc where students get extra help.

ESL/CSKLS/ENGL meeting: Are our pathways too long? English and College Skills are looking at shortening their pathways. Carlos brought up that the UC requirements may preclude us from shortening our Math pathways. Ann said currently students can challenge the pre-requisite to the accelerated course. Students in the accelerated path to stats are succeeding at 3.3 times the success rate and they can all do the pre-requisite challenge. Does the UC have the right to look at how we prepare our students to succeed in a transfer level class? SRJC used to have a class --Applied Tech 90A and 90B-- that students could take as a transfer class.
Lauren suggested we cut down on the repetition in classes.

Student Success Task Force PowerPoint – more than 1,000 students in accelerated English classes and 800 in accelerated Math classes. Success rate of acceleration was phenomenal. Ron Johnstone argues there is enough data to support scaling up acceleration efforts.

The CA Acceleration Project – we should get more involved and invite someone to present on our campus. We can invite folks from Math, ESL, English, and College Skills. Chabot College is hosting an Acceleration event on Feb. 7. Multiple models of acceleration exist and each department needs to find which model works best for their department.

Connie suggested that if a student places in Engl 1A and CSKLS 372, maybe we could develop a 372 in 8 weeks, 150A in 8 weeks, and then they challenge their placement results. Then they could take stats and be done with Math in two semesters.

Anna stated that some faculty in the Math Dept feel strongly that students need the entire Math pathway to succeed. Other faculty feel students don’t need 155 to succeed in stats. She says there are only six community colleges in the state that are offering “Statway” or the Los Medanos “Path to Stats” and both have some serious issues. The committee asked if the Math Dept. has discussed allowing a student to take another placement test like English does. Once a student earns a grade in the class, that student is not allowed to retake the placement. Perhaps we need to trust the placement tool and allow students to be able to retake.

Basic Skills Coordinator position: there is currently a 26% position and this new position would be an additional 26% position and would handle the following tasks:

1. coordinate counseling visits each semester and develop content in collaboration with counseling dept. chair appropriate to level of course and assess effectiveness.
2. develop and implement professional development curriculum for basic skills instructors.
3. facilitate curriculum and pathway redesign consistent with 3CSN approaches to the improvement of basic skills student success and completion. Identify and monitor resulting curriculum revision and development.

Li suggested having a bi-annual “Basic Skills Academy” where all faculty attend for flex credit.

Student Success Committee: The charter is still in progress. Some people want to know why there are 7 administrators and 5 faculty.