

## Basic Skills Committee

Tues. Sept 17, 2013

4:00-5:00 Room 902

### Adopted Minutes

Coordinator Melissa Reeve called the meeting to order at 4:07 pm. She welcomed a new Committee member, Sandra Moore, representing Umoja.

Roll Call: Sandra Moore, Melissa Reeve, Genele Rhoads, Josh Scott, Diane White, John Yu

#### I. Approve Minutes from 8/20

Deferred

#### II. Discuss Conference requests / make funding determinations

Last year the Committee earmarked \$20,000 for this year's faculty professional development budget. The Committee will need to formally inform faculty on what will be funded and the application process. Melissa has received the following conference funding requests:

- AMATYC – American Mathematical Association of Two Year Colleges: Joe Conrad registered for this November 3<sup>rd</sup> conference and requested the Committee consider at least partial funding. He will be happy to offer a presentation to share what he learns. **The Committee agreed to fund up to three faculty.**

- RP Group Strengthening Student Success Conference: Registration is now closed.

Genele and Barbara Pavao were interested but won't be able to attend due to timing conflicts.

- CMC<sup>3</sup> (California Math Council of Community Colleges) conference in December. The conference offers a developmental math strand. Make available to full and part-time faculty:

Registration will probably cost about \$80 for adjunct and \$140 for full-time (based on last year's costs) and the conference is in Monterey, so mileage would be about \$80.23 (142 miles \* 56.5cents/mile.) Rooms at the Hyatt start at \$130 per night. Total: **about \$500 per person.**

Susanna expressed eagerness to have people attend CMC<sup>3</sup> and then present at Flex Cal. Adjuncts receive discounts and the forms will be ready soon. Melissa stated the BSI goal is to get faculty to trainings, followed up by conversations and working on best practices. Genele pointed out the training involves different strands, so the Committee could stress participants attend at least two developmental math workshops. Melissa suggested funding up to five instructors who have at least 40% of their load in Basic Skills. Participants could collaboratively hold a couple workshops for the College. Diane noted the mini-conference includes many good presenters and only costs \$50. John will check the budget for subs to cover for faculty who are interested in attending the conference. Even with approved subs, it is hard for faculty to let go of their classes, so members decided to make options available for attendance at all or part of the conference. **Members agreed to fund up to five faculty.** Once a list is ready, Melissa will send it to Laurie Gorman and faculty expense reimbursements will go through her office.

- UMOJA IX Conference

If all three Instructors attend the cost would be **approximately \$700.00** per person: Registration - 125.00; Hotel (3 nights) \$129 night + tax; Mileage – approximately \$75; Food – approximately \$50.

Karen McCord sent in this request and Sandra attended last year. She noted a number of workshops are

geared towards different practices and some are for Umoja students, who can also attend. Umoja is on the BSI action plans to support. **Members agreed to fund up to three faculty at \$700 each.**

Melissa will email a reminder to faculty that this process is underway to support professional development and have faculty share what they learn.

**III. 2013 BSI Reporting Form:**

**a. Consider the use of the new Basic Skills Completion e-Resource in planning**

**b. Discuss needed additions, deletions, changes from 2012 action plans**

At the August meeting, the Committee reviewed goals and action plans. Melissa has been working on the budget part and requested more discussion to help complete the BSI action plans for the report that is due October 10<sup>th</sup>. Melissa reported that goals cannot be changed but the action plans should be reviewed for potential additions, deletions, or other changes of activities.

Although the math goal is ambitious, it could have been broader than just focusing on Math 330. When considering completion for pipeline models, interventions to support all program levels could support other students as well. It has a wider impact than what was reflected in the language.

Regarding program assessment, Josh pointed out there was a big change to the Basic Skills sequence. Melissa suggested including how the sequence was redesigned and adding to measurable outcomes. Diane considered that some sort of direct activity to assess Umoja and FYE the last couple years might be appropriate, given the data. Josh opined it could also be under support and retention. Many faculty across campus are interested in supplemental instruction (SI). Diane spoke with faculty about creating a strategic proposal and she recommended a broad large scale SI program under the strategic proposal system to draw on some College funds. Using the strategic proposal process could be more comprehensive and efficient than campus areas working separately to obtain supplemental instructors. Different groups and areas would still have their own supplemental instructors, but in terms of operational functions, they could be trained and funded together and also assess outcomes together.

Diane explained that what most institutions refer to as SI is embedded tutoring but it has transformed beyond that. Embedded tutors work with students in the classroom and supplemental instructors support students outside the classroom where cohorts gather for extra support. Typically, SIs have a Bachelor's Degree or are working towards one. They have a level of autonomy and more expertise is required to bridge between the classroom and outside the classroom, reaffirming the work outside is just as important. In best practice models they typically attend the class as well so they can transfer what is done in class to what is done outside. In successful SI models, leaders need to be trained and use a high degree of collaboration. By offering a decent wage qualified people can be found.

John suggested looking at Kahn Academy and You Tube to see a lot of dynamics with technology. "Invest in software and technology" was also added to activities. Genele stated there was a big response from interested math faculty who would appreciate more practice time by having embedded tutors. It is also good for tutors to listen to lectures to know exactly how the teacher teaches and having exposure to what that teacher does. Students will generally reveal more of their challenges to SIs than teachers.

Due to state instructions for BSI to serve students in developmental classes, Diane noted that funding streams could be made clear for developmental or transfer level. "To participate in campus wide effort to develop supplemental instruction program" will be an added activity for Umoja support.

Basic Skills English curriculum changes can be put in the second action box. Genele pointed out that half of the math classes are taught by adjuncts. "More communication needed, started working on common SLO and assessment, and hope to get everyone doing the same assessment" and "trying to make courses more consistent by sharing resources and communication with adjuncts" will be added. John asked how that would be tied to BSI resources. Melissa replied that, while adjunct meeting participation had been funded through BSI for a few years, offering hourly pay became a load issue. The Committee would like to pay participants for their time, but commitment, rather than money, has been the issue. Diane pointed out that, whether hourly or stipend pay, a sign-off is needed from the union and an MOU letter could be written in advance. When decided at meetings to get a group together to work on activities, there could be an agreed stipend to value their time. Adjuncts are an untapped resource bringing knowledge from other colleges.

Part of Umoja's goal is to add math to groups. Bringing embedded math into Umoja would be one way to support the program. It would tie into instructor training as well. At Diablo Valley College math is a big Umoja component and it might be beneficial to send a group to look at their program. Because math completion rates are poor, it would be good to embed math in the Umoja program, which is geared to minority students who are underprepared. Umoja is the Swahili word for "unity".

#### **IV. FYE Update (planning for Spring)**

Melissa and counselor, Amanda Greene, have been very busy working to have appropriate course offerings in place in the spring for FYE students. A great FYE model was built but the pace did not align everything as planned. A goal was to add a third course from Social and Behavioral Sciences for students to continue in as cohorts or sub cohorts. Amanda suggested pursuing Communication 1 because about 2/3 of the FYE students would like to take it as the third course. However, it is not scheduled yet. As a secondary offering, members discussed Speech, Social Science 22, or Psychology, but noted problems with those courses fulfilling grad or transfer requirements. Diane suggested that two more sections of COMM 1, with class caps of 25, would be more doable. Members agreed that would be a good choice and she will immediately check into adding those sections.

The meeting adjourned at 5:07 pm.

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