

## **Basic Skills Committee**

**Tues. November 19,2013**

**4:00-5:00 Room 902**

### **Adopted Minutes**

#### **I. Call to Order and Roll**

Melissa called the meeting to order at 4:04 pm.

Roll: Sandra Moore, Melissa Reeve, Genele Rhoads, Josh Scott, Cynthia Simon, John Yu

Guest: Karen McCord

#### **II. Umoja program data (Karen McCord)**

Referencing the Umoja request for BSI funding for attendance at the Evergreen Institute, Melissa asked Karen if there are plans to add math as a Umoja Program component. Karen McCord affirmed that is the plan and she will send out an email to solicit faculty who are willing to work with Umoja students. Karen briefed members on past challenges and asked for the best vehicle to move forward to address that and the math component, which may not include fully designated sections as in English.

The goal for next fall is to add Math 310, 320, 330 and Geometry 103 and 104. Through the Basic Skills grant, Sandra Moore, Donna DeMartini, and Karen have been meeting and communicating on a regular basis. Volunteer and paid tutors are involved. The goal this semester is for a 100% success rate in Umoja English. The program includes: an instructional assistant, helping students with English and other areas as needed; an embedded tutor; two volunteers helping students individually or in small compatible groups. This support has shown tremendous results.

Karen gave a slide presentation and highlighted some points. The Umoja theme is to keep students alive and free, helping with things that keep them from being successful in school. Classes are split up into caseloads for social worker interns on the Umoja team who follow up with students regularly. There are also three professionals on the team, volunteering up to 20 hours per week each. Last spring Umoja was able to hire an instructional assistant. Due to some administrative problems, the position began late in spring and fall. Karen presented figures demonstrating the high 86% English pass rate for students who worked with the instructional assistant and Umoja resources. The BSI sponsored orientation familiarized students with different programs at the College. Eight hours of BSI funding supported the winter bridge. Twelve of the fifteen students attending had scheduling or other issues so it proved very beneficial to schedule before the semester began. Staff development activities included attendance at the statewide Umoja Conference which offered a lot of training to work with the population involved, staff development, and also provided opportunity for discussions. Orientation was reported helpful this year by 100% of the students. The summer bridge with credit and non-credit courses was very effective. Beyond classes, workshops and seminars are open to past and current students. A mentoring component headed by Thomas Trujillo and Will Cason invited students to work on whatever they needed help with. On Saturdays from 12-4 pm motivational activities, including speakers, are offered in one hour blocks.

Karen presented an overview of program support services. Surveys showed students utilize faculty, computer, and internet, all critical resources available at the office, now open five days a week. Help with life skills and homework, tutoring, and printing are some of the other resources utilized. No one is

turned away and help is offered for major life issues. Students would like the office to be open earlier, to have more transportation access and off campus events. A grant helped assist students on an as-needed basis in 2012 and there were 539 student visits. In fall 2012 80% of the students who passed used resources. Karen explained some students didn't pass due to extenuating situations. Last spring, 33 of the 49 students passed and 70% of those who passed used Umoja resources. Special needs students, major family and life issues are often the reason students don't pass or they leave. Dropped students generally haven't attended classes or used the resources.

Karen has been working with Dean Peter Cammish to bring data together and the program is doing a much better job of keeping its own statistics and working to not let students disappear. Transportation has been a major issue for students not getting to class. Melissa noted that Umoja can provide some resources that FYE can't and tracking why students visit the Umoja office provides valuable insight into what kind of support students need. Karen will send Melissa the available statistics.

### **III. Student Success task force (Barbara Fountain)**

Barbara gave a general overview of SB 1456 legislation to ensure members' awareness of coming changes. In the last year or two, about ten recommendations and another 12 or so sub-recommendations were created. Details have not all been fully fleshed out by the State. A Student Success Task Force has been partially formed and Barbara is working to ensure compliance with details that have been decided. The first meeting was held without much advance notice. Plans are to channel all student success requirements and activities through the ASC Committee by merging with it. Information will be reported out to the Academic Senate, Basic Skills, and Enrollment Management to ensure everyone is informed. The next meeting will be on November 25. A timeline of everything known that has to be done and who is responsible was distributed at the last meeting. Work will continue on that to have a plan in place as required for compliance. A written report will be required as well as a student success and program plan in place of matriculation plans. Ideally the draft would be completed in January, spring would be spent vetting it through committees and a draft submitted to the Board of Trustees for approval in June.

One of the recommendations requires student placement in Basic Skills courses beginning in their first term. Dialog needs to begin now on how to do that, who will be involved, and to create a plan. Everyone needs to be aware. Another major component is priority registration. Next year scheduling must be completed by mid-March and registration will begin in April for summer and fall classes. To get priority registration, all new students have to complete orientation, assessment, and an ed plan. Students who don't get that done will have to wait for open registration. Depending on demand, the wait of one to two weeks could affect what classes they get. Potentially 2000 students could lose priority registration because they cannot exceed 90 units (with exception of Basic Skills courses), they have to be off academic probation or only in the first semester of probation. In lieu of funding by matriculation, funds will be based on activities. To meet one of the big challenges, ed plans can only be done by counselors, creation of Counseling 101 as a half-unit course is in process along with offering enough sections to address the first group. Melissa asked three questions regarding Basic Skills student placement: when does the requirement begin; if a student needs math and English do they have to start with both; how to accommodate incoming and current students through the bubble that will occur over the next few years. Barbara opined that students can scale into Basic Skills and at least have a plan in place for math and/or English, but she will check to see if specifics have been decided. Expectations haven't been fully discussed and mapped out. Barbara will check into information from schools farther along in this process and the State Academic Senate and send documents to the Committee. The State

is still working on this and specific policy or regulations have not yet been developed. Melissa stated the immediate need to begin looking at capacity; how many seats would be needed to accommodate current and anticipated students; how to prioritize who gets those seats; expansion and hiring plans. She suggested Dean Cammish be put in touch with the Chabot College researcher. If legislation sets up a 3-5 year plan, it can't just happen. For outreach purposes some type of handout would be valuable to show a pathway of suggested courses for different situations, such as working parents.

A Basic Skills representative is definitely needed on the Student Success Task Force (SSTF) and anyone interested in serving should contact Barbara. Melissa suggested using a doodle poll for spring to pick a meeting time to accommodate the majority of core people who should be there and then others who are interested could join. Barbara will suggest that to ASC.

**IV. BSI budget update and new structure for project approval (Melissa)**

Melissa anticipates that the institutional strategic proposal process will provide funding for Basic Skills projects and the Basic Skills Committee will work as the filter for Basic Skills proposals. Basic Skills is one of the three missions at California community colleges and related activities need to be supported. If justified coordinator positions have to be billed from Basic Skills funds, institutional funds will be needed to support Basic Skills activities. Strategic proposals are due in February. The Basic Skills Committee would be looking at the Basic Skills proposals about a month before to vet and submit to the College proposal process. Because the coordinator costs are now taken from the Basic Skills funds, current Committee approved projects are about \$30,000 in excess of funds. IVP White agreed the proposals approved with due diligence and a sanctioned process need to be taken care of and she requested the list. Melissa would like more clarity about College strategic proposal funds to target and she hopes the coordinators won't be the death of other projects.

**V. Other news (Josh, Genele, the group)**

No further discussion due to time constraint.

**VI. Other news from the group**

No further discussion due to time constraint.

The meeting was adjourned at 5:03 pm.