

Basic Skills Committee Meeting Agenda
Tuesday, November 16, 2010
3:00-4:30pm Building 3-104

1. Basic Skills Action Plan – report due to the State on 12/10/10

30 min

The BSI funding is on the State fiscal cycle of July to June, so this report is the Mid-term Report. It was originally due in November, but because the new Action Plan now requires Outcomes, the due date has been extended to December. The Committee went through the previous report and made these comments.

- Basic Skills Learning Communities will be part of all learning communities under CIETL. Instructors teaching in learning communities need opportunities to get together. Collaboration an ongoing issue, especially for adjuncts. Someone on Basic Skills committee should work with CIETL to coordinate this. **Research Project:** evaluate how new learning communities are going; evaluate impact of instructor collaboration on professional development.
- Learning Communities Retreat was open to all faculty. Will the Retreat continue to be funded by BSI?
- We need more definition and intention with learning communities. For example, we should have learning communities for new students at the transfer-level in addition for new students at the basic skills level.
- In addition to learning communities we need to schedule courses intentionally and strategically so that students can take a cluster of courses that make sense, for example, SPCH 100, ENGL 100 and MATH 120. Whether clusters of courses or learning communities, we need to be sure this information is communicated clearly to students.
- CCC 2020 Report identifies late registration and lack of clear pathways as obstacles to student completion. Basic Skills Coordinator can be instrumental in organizing pathway effort.
- New Orientation Program: much more interactive. Get a packet, tour (student ambassadors), lab, individual counseling; assigned to find things and talk to people. Will follow up about how it goes.
- ESL + Math: scheduling so that math classes are more accessible for ESL students; still need to investigate what support ESL students need for math (**FIN Jeanne Gross**).
- **Potential Research Project:** on-going evaluation of how accelerated ESL sequence is working.
- Accelerated ENGL/READ (putting ENGL/READ together): English/Reading instructors should talk to ESL instructors about how that's gone in ESL; E/R instructors have talked to Skyline instructors about their sequence, can share that information. Looking at other colleges, and talking to UCSC researchers, it's clear that our sequence is comparatively short. **Potential Research Project:** we have to look at all the factors that are inhibiting student success: What are their scores on placement tests? Can we target students with exceptionally low scores for extra help? One instructor traced variety of factors (FIN meeting 11/30/10).
- Nov. 19: presentation on acceleration
- ESL students in Reading classes (transition period for new sequence): ESL instructors & Reading instructors should get together and talk about how that's going.
- We've been able to do a lot more with ESL students this year.
- Prerequisites: moving towards enforcing prerequisites for fall 2011. Status depends on the divisions (social sciences moving towards enforcing prerequisites; CTE still hasn't formed consensus on 3 campuses). **Potential Research Project:** evaluate how prerequisite enforcement is going
- The combined counselor and Basic Skills Coordinator positions seems to be working well. BS counselor visited all ESL classes, ENGL/READ 836 classes, some math classes.

2. Discussion regarding new certificate “Pathways to Degree and Transfer” (15 units)

30 min

Summary of feedback Basic Skills Coordinator has received so far:

In Favor of the Certificate:	Concerns:
It will give the student something to look forward to.	Students will ask “What is the purpose of the certificate?”
Serves as a stepping stone to degree and/or transfer.	Students may feel patronized.
It is an accomplishment for the basic skills student.	The certificate must be presented in a positive manner or students will feel demoralized.
Earning the certificate will be posted on the students’ transcript. It will allow them to walk in the grad ceremony.	Why promote a certificate if the student is focused on transfer?
It will be a motivating factor. Students will see the value of all of their hard work in basic skills classes.	
Students can list the certificate as an accomplishment on job applications and scholarships applications.	

Additional Feedback

- Add Speech as a selective; limit number of CBOT classes offered as selectives; reduce selectives to 3
- Certificate shouldn’t be a road block to students. Response: it’s not a requirement.
- Encouraging: stepping stone, to recognize their work, to be able to say what they are doing at Canada.
- It does prepare students: these requirements and selectives prepare students to launch, it meets some of the requirements of the “golden three” for transfer.
- Not an end – a stepping stone in their academic pathway
- The “TRAK” title may remind students of the tracking system. It addresses transfer only and not degree. Prefer the title “Pathways to Degree and Transfer.”

The Committee recommended moving forward and taking this Certificate of Achievement to the Curriculum Committee for the December 10 meeting.

Next Meeting: Tuesday, January 18th 3:00-4:30pm

Note meetings will go to 4:30 from now on.