Basic Skills Committee Meeting Agenda

Tuesday, May 17th, 2011

3:00-4:00pm   Building 3-104

Our last meeting for the spring 2011 semester.

Thank you for your support!

1. **Presentation   (Professor Lucia Olson)   5-10 min**
   - **Recently attendanded a conference (funded through basic skills)**

Document: "Acceleration and Contextualization: Summary and Bibliography" (attached)

What is acceleration? Compression? Can be a lot of different things. Require a lot of extra instructor time and many things be in place to work well. Concerns about coverage (e.g. Math Stat Path),students being tracked into a path early that might not serve them in the end. A lot of caution because the data group is so small and students may be self-selecting. Students that did not complete course left out of data set? Students often learn better if they learn the next sequence right away (rather than experiencing a gap).

Active learning strategies: minute paper; think-pair-share; note cards picked to randomly call on students (every student every class). Making students feel visible in the class. Instant, frequent feedback.

Equity Minded Completion

Reading strategies

West Ed very involved, selling a lot of tools

Handouts on the Student Success Website

2. **Review of basic skills/ESL data   50 min**
   - **News from CA Chancellor's Office**
   - **Research that has been completed (see Basic Skills Findings 2011 ppt)**
   - **Items for our "Research Agenda"**

Who are basic skills students? A student profile. We can link a 10 question

survey to placement test? (Bob Haick)

Who are learning community students – student profile

Who are ESL students – student profile

Chancellor's Office: evidence of success for projects funded by basic skills. Data collection & assessment.

LCs: self selection problem. Collecting multiple data points.

Reviewing Placement Data: placement pretty consistent. Do we think they are being placed appropriately? Students placed in courses do the same as students who have moved through the sequence. Student who place at the bottom & the top of the lowest sequence had same success rate in course and in next course in sequence. Switched to Compass Spring 2006. [SEE SLIDE]

Data: placement patterns on HS from different feeder schools. [SEE SLIDE]

EAP Scores (test taken junior year HS): just approved district wide – those students don't have to take assessment test again – EAP score will substitute. If they score below transfer level on EAP they have to take a supplemental English course.

*Stanford Gardner Center: youth data archive – track students in Sequoia District (placement and links to community organizations, including CBET). How can we work with that data (already have a MOU with them). 826 question.

Math sequence and path rates [SEE SLIDE]

English sequence and path rates [SEE SLIDE]

LC Assessment Data [SEE SLIDE]

826 Focus Group / Targeted Intervention.   Target those students (survey, orientation, meeting) for intervention. Work with student ambassadors/peer mentors for outrearch. Use data gathering as an opportunity for intervention (for example, connect peer mentors with 826 and 811 students). Compare them to a control group that are not paired with a mentor. 826 students really impacted by the recession; debt problems; employer demands. Students give different answers as to why they dropped out when asked by faculty versus other students. Reasons why students drop: answers when asked by staff/faculty vs.

other students. Data gathering + intervention.

LC History -- who is the comparison? Fall 2011 is first time we'll be able to compare LC and non-LC.

Students coming in just for summer

**69% students place into basic skills do not take a basic skills course (aren't sufficient secionts available). Students who place but don't take basic skills class first semester have a significantly lower success rate (SEE SLIDES). Goes up steadily – each level they get through improves their score significantly.

**college can be more prescriptive about what students need to take. Pathways. Orientations. Our course offerings don't match the placement data. Need to work with Deans and VPI – enrollment planning (Dean of Enrollment Services). Lots of discussion of data driven decision making, but we are not paying attention to this basic data.

These points together important: 1) students who place into basic skills engl/read/math are not taking a basic skills course in first semester, and 2) students who go through sequence have a higher success rate.

How do we move forward on this? Can we follow up with shadow sections? What about pathways and being more prescriptive with students (not give them options). On the other hand we have had success with basic skills students in transfer courses (e.g. History/836 LC).

Two interventions we want to research for 2010-2011:

1. Learning communities

2. Tutoring: Rita has data on who comes, but not on who doesn't come

**First semester crucially important for success.

High level of persistence for basic skills students.

Potential Basic Skills Research Projects (Greg Stoup, Institutional Researcher):

1. Compare the course success rates of groups receiving the treatment (e.g., LCs, tutoring, supplemental instruction) to a comparison group of students how did NOT receive treatment

- Selection of a comparison group that is comparable to those receiving treatment is preferable (i.e., match on ethnicity, age, pt/ft, placement level, etc)

- Only compare students in same course

2. Compare the goal attainment rates (e.g., success in next course in the sequence, success in college-level course in same area, transfer readiness, degree completion rates) of groups receiving the treatment (e.g. LCs, tutoring, supplemental instruction) to a comparison group of students who did NOT receive the treatment

- Selection of a comparison group that is comparable to those receiving treatment is preferable (i.e. match on ethnicity, age, pt/ft, placement level, etc)

3. Provide data on Pre/Post tests on domain-specific skill for students within a treatment vs. those who are not

- This can tell you about the change effected in the treatment vs. the comparison groups

4. Attempt to assess how the students in the treatment are similar to or different from those in the comparison group at ENTRY into the program

- Potential things to assess: skills in domain (e.g. 30 min pre-test in math), previous academic history, motivation, confidence, etc.)

- This analysis could help inform the findings in #1 or #2 above

Meeting dates and times for the fall 2011 semester will be emailed to the committee.