

Basic Skills Meeting Minutes
10/20/09 3:00-5:00pm 3-104

1. Student Success Conference 5 min

- Valuable presentations on institutional silos, connecting people across disciplines. Center for Excellence in Teaching and Learning?
- Research partnerships between Pasadena City College and local universities
- Presentation on the brain and learning by psychology professor: how to engage students, active learning. Invite him to present at Cañada? Appeal to basic skills, workforce development, and transfer faculty?

2. Institutional Researcher: key findings 10 min

- 80% of students test into Basic Skills Math or English. Of those 80%, only 15% enroll in a Basic Skills Course
- Longer sequences = lower success and completion rates for ESL, English, and Math
- Basic Skills students who enrolled in Basic Skills course have the highest persistence rate of the 6 student groups identified by the IR (50%); those who do not enroll in a BS course have among the lowest persistence rates (35%)

- Where do students who don't register in basic skills go?
- We lose 40% of students in matriculation process (application → payment)
- Can/should students be blocked from registering for course they aren't prepared for?
- VPSS: make a decision as an institution about who we are serving and what classes are needed. E.g., how many Reading classes are needed? How many are offered? Create clear pathways. E.g., 4 classes offerings first semester: 1) Reading, 2) CRER, 3) English, 4) Art/Music/PE/Computer. Need to move away from looking at "basic skills students" as a silo-population and look at whole campus.
- Math, English/Reading, and ESL are looking into different models for accelerated sequences. Students have requested accelerated sequences (CPC). Long sequences very discouraging for students (Counseling). How does tutoring fit into accelerated models?
- Accelerating ESL: combining skills. How to fast track. Data that ESL students do better if they are enrolled in other, non-ESL, courses.
- Time to meet, collaborate, integrate curriculum in Learning Communities is being cut. This will impact how integrated curriculum is for Learning Communities experimenting with accelerated sequences

3. Reduced Budget

15 min

166,731→93,304 allocation

4. Action Plan: prioritizing for revised budget

20 min

- What best serves the largest number of basic skills students? Big picture: what's working? What can be cut, and later brought back? What can be cut, but not easily brought back?
- What can be paid for by the college? Can we institutionalize some basic skills activities? Basic skills students = 80% of students at Cañada. We should be investing in them.
- Is there grant funding available? HSI/STEM grant?
- How much paid collaboration time do Learning Community faculty need? Is one semester enough? How do we document outcomes, impact? Are syllabi, assignments, rubrics, etc. documented so other instructors can use the curriculum that has been developed? Need to share and document information (website). Need to write a position paper with clear expectations and learning outcomes for Learning Communities.
- Crossing Borders: new class for spring (HIST 246 History of Latinos in the US – fulfills Ethnic Studies requirement)
- Generally agreed that meeting retreats, meeting at beginning/middle/end of the semester is more effective and cost-effective than weekly meetings. Consult with more Learning Community faculty to get their views. Some communicate through e-mail; some spend many hours collaborating on curriculum each week (the ENGL/READ with transfer level History-new collaboration with truly integrated curriculum)
- Need to do more for ESL students: more learning communities; more embedded, intrusive counseling; more counseling and creating educational plans early on
- Coordinator: transitioning leadership
- Learning Communities Coordinator: big job; college gets a lot out of it; should be supported by college funds. Connected to Center for Excellence in Teaching and Learning?
- Basic skills coordinator: 6 hours necessary? More than 6 hours necessary? Some colleges have full time coordinators. Should we distribute those duties to administrators and committee members? Coordinators: A lot of work, would not want to continue if hours/people were reduced.
- Basic Skills Counselor: are we reaching the largest possible group of students? Should the counselor teach more classes? Taught 5 first semester, fewer hours for counseling. Carla offered to follow up on questions about the job duties of the Basic Skills Counselor
- New orientation program: 4 levels for group advising based on where students place (ESL, 826, 836, Transfer)
- Recoding ENGL/READ 836 as Basic Skills. Connected to accelerated and combined

ENGL/READ sequence.

- Action Plan due 10/30
- Do we need to meet again before next meeting 11/17?

Potential cuts to consider

- Collaboration time for Learning Community Faculty Spring 2010. Replace with meetings at beginning/middle/end of semester, flex days
- Coordinator positions: Institutionalize Learning Coordinator Position and/or Basic Skills Coordinator Position and fund through college
- Summer LEAP. Apply for grant to fund 2010. HSI/STEM funds?
- Student Learning Assistant for Crossing Borders Spring 2010

1. Flex day planning committee 10 min

Learning Communities planning/assessment

2. Transfer discipline parade 5 min

<p>October 26</p> <p>Day Sections 10 to 12 noon / Evening Sections 6:00-8:00 PM</p> <p>Excellent program created by ESL Department</p> <p>Good venue for counselors to learn about different departments (20 represented)</p> <p>Scalable: can grow, reach a broader audience</p>
