**Basic Skills Committee MINUTES**



# LPC Mission Statement

Las Positas College is an inclusive learning-centered institution providing educational opportunities and support for completion of students’ transfer, degree, basic skills, career-technical, and retraining goals.

# LPC Planning Priorities

* Establish regular and ongoing processes to implement best practices to meet ACCJC standards.
* Provide necessary institutional support for curriculum development and maintenance.
* Develop processes to facilitate ongoing meaningful assessment of SLOs and integrate assessment of SLOs into college processes.
* Expand tutoring services to meet demand and support student success in Basic Skills, CTE, and Transfer courses.

# Meeting Name

**Members:**

Angelo Bummer
Julia McGurk
Jennie Graham
Angella VenJohn
Frances Hui

**Non-Voting Members:**Don Miller
Erick Bell
Brandon Byrne (ASLPC)
Ashley McHale (Co-Chair)
Michelle Gonzales (Co-Chair)

4/26/2017 *| 2:30-4:30pm |* Room 2411A

**Agenda Item Presenter**

1. Call to Order 2:36 PM Michelle
2. Review and Approval of Agenda (Julia/Jennie) Michelle
3. Review and Approval of Minutes (3/29/17) (Jennie/Julia)
4. Institutional Effectiveness Goals R. Samra

(see handout: BaSk interested in Indicators 3 & 4; from scorecard)

Last year set goals for 2010-11 cohort in English was 61.6%, but we fell slightly short at 59.9%. (We set these each year)

English numbers may go down, since students will be appropriately placed and more formerly underplaced are now taking transfer, data may reflect Eng 104’s data for Fall semester.

We analyzed the 2017 LPC Student Success Scorecard.

If we don’t set the goals, we may lose SSSP money. There are no consequences to meeting the goal.

6-year Long-term goals are for the 2016-17 cohort.

\*when the state reran the data, data changed by 1-2% points

English: Chose 60% for short term and 55% for long term

Math: Chose 35% for short term and 35.5% for long term

This causes us to take into consideration changes in curriculum and initiatives or consider what might negatively affect the number.

1. Transformations Grant Update Michelle

Grant provides money for English to study the data, create interventions, use the IAs better.

We hired a 50% researcher; Elena Cole is working beautifully with math and English to develop programming

Two reports – Quarterly Report; Annual Report

Multiple Measures in Math working on translating state measures to our courses; when that is completed, we’ll work on implementing in Accuplacer; not a full implementation in fall.

Noncredit curriculum (hopefully) will be ready for submission in fall

1. CCEAL Annual Convening FYI Michelle

Reached out to Director SSSP/Equity who will discuss with VPSS and get back to us

1. 2017-2018 Coordinators Michelle

Michelle and Ashley will continue as coordinators

Considering mentoring future coordinators

1. 2017 -2018 Planning and Budget Michelle

Keeping RAW ctr same and possibly reducing Tutorial; more toward professional development

$90,000 to spend

ESL – probably won’t spend by June 30; traditionally, ESL students who would qualify for DSPS, it’s difficult to locate them (multiple barriers for getting resources) Many students appear to have PTSD, ADHD – fidget cubes ($20 each); earplugs for exams

How do we identify and disseminate?

Have DSPS counselor talk in class

Approved: Julia to purchase $500 in fidget cubes/earplugs

Julia working with CTE to write ESL for winery workers – series of 3 classes (noncredit); wineries want to pay for it!!

Vocational ESL – working with more local businesses, ECD

OML IA (2019 hire)

Discuss in September for OML IA proposal (so that we can submit to RAC in October)

Brandon Byrne singlehandedly brought attention to the need for instructional workshops. Now counseling, English and Library have decided to create a robust workshop series.

RAW Center serves all students with reading and writing assignments.

RAW Center model will change – peak hours will keep serving individuals; other times will be spent in workshops

English, Library Counseling formed task force – unifying/standardizing theme and create a presence – requesting a few thousand dollars

Michelle to email departments to ask for requiring students to attend a workshop

Learning communities – possibly allocate money to study basic skills gaps the cohort has, and build that support in following year/semester that would help fill in those gaps (sentence combining, affective student skills)
Maybe a math tutor for Umoja – if basic skills tutor, BSI could be used

104 – possibly could be from Transformations, we’ll see

Science classes want math mini-workshops; maybe pay for math instructors F-hours to run the workshops.

Library resources - $10,000+

Teaching Institute in PD

Spending the funds is a committee decision!

1. Good of the order

Ashley/Michelle received an accolade in counseling for being transparent to Academic Senate (what was spent and why) Rafael was pleased.

Nessa Julian joined us! Working on a crosswalk for spending

Brandon Byrne is here for his last meeting – he’s stepping down from Student Government

Angelo shared information from one of the AACU workshops on Improvisation Pedagogy

Teaching Institute Thursday May 4, maybe Angelo & Julia could share the Improvisation Pedagogy examples

ESL Open house Friday May 12 9am-11am

1. Adjournment 4:22pm