

Basic Skills Advisory Committee Meeting Minutes

*Canada College
Library (Bldg. 9) Room 354*

September 21, 2010

WELCOME:

Barry Russell, Vice Chancellor for Academic Affairs at the State Chancellor's Office provided a general welcome, welcoming everyone and thanking them for being present considering of the distance involved, also indicating that it has been a great effort in preparing this first meeting and thanking Canada College, Robin Richards for hosting this first meeting. He reviewed the agenda and highlighted that the focus is on BS and ESL. Indicated that the name of Basic Skills Initiative as an activity has and should change and will no longer be an Initiative, because it is part of what we do, which was confirmed by Jane Patton. There is a pot of money carved out for the enhancement of Basic Skills and ESL and seeing that the success of Students that may be connected to funding mechanisms (SB1143) which is significant part for our discussion considering that the Legislature is always asking these questions.

Orientation:

Barry indicated that he is looking at this meeting as a new beginning and asked that all of the members try to focus on what can the state do and the Chancellor's Office, from their point of view, do to enhance Basic Skills and English as a Second Language instruction and support services in California Community Colleges. Barry indicated that it was imperative to review of the role of this group in the context of providing input, insight, and information as challenges arise towards achieving this goal, which may include regulations review and review of legislative initiatives.

Presentation of Attendees:

- Christine Terry, Provost, School of Continuing Education at North Orange County Community College
- Kathy Molloy, Basic Skills Coordinator, Santa Barbara City College
- Michelle Pilati, Vice President, ASCCC
- Jane Patton, President, ASCCC
- Julie Evens, Executive Director, ASCCC
- John Nixon, Administrator, Mount Sac Community College
- Robin Richards, Administrator, San Mateo Community College District
- Rob Johnstone, Research, San Mateo Community College District
- Mark Fujimoto, Vice President Academic Affairs, Santa Ana College
- Joan Cordova, Math Faculty, Orange Coast College

- Rose Rocha, Vice Chancellor for Academic Affairs, LACCD
- Jennifer Mendoza, 3CSN Regional Coordinator, Inland Empire
- Lynn Wright, Director of ESL-Basic Skills Professional Development Grant
- Sally Montemayor Lenz, Academic Affairs, State Chancellor's Office
- Debra Sheldon, Student Services, State Chancellor's Office
- Stephanie Low, Dean, Academic Affairs, State Chancellor's Office
- Juan G. Cruz, Academic Affairs, State Chancellor's Office

Absent:

- Mark Wade Lieu, Past President ASCCC
- Tony Aguilar, Student Representative, College of the Desert

PURPOSE, MEMBERSHIP AND ORGANIZATION

Barry Russell provided some background information indicating that the Legislature has indicated interest in knowing how are the colleges are doing in their efforts of enhancing Basic Skills, ESL, and Student Support Services to ensure student success and preparation for college level course work. It was also indicated that colleges provided in 2007-08 5 year goals and every year since 2007-08 colleges provided the Chancellor's Office with Action plans and Expenditure plans in support of meeting the five year goals.

Barry acknowledged all present and absent that assisted him to prepare for this meeting and its membership. Asked who is missing that need to be included in this committee. In order to determine who is missing, it was suggested that we define the purpose of of this group first.

• ***Discussion:***

It was indicated that in order to determine a purpose we should review and brain storm some of the ideas that may be included in a purpose statement for this group and identify the issues that will impact our purpose.

• ***Purpose, Ideas:***

- Umbrella perspective of the Basic Skills Advisory to the Chancellor's Office
- State wide comprehensive with an overall direction
- Link student services to basic skills
- Professional Development continuity with positive orientation
- Should look at an overall picture of BS and provide a statewide direction
- Links with Matriculation and Student Services and instructional services
- Oversight to ongoing funding State and Other.
- Cannot work in isolation, needs coordination in identifying effective practices based on research and link activities with other advisory groups on campus.

- Disconnected Policies and execution of programs that concentrate on student success, which include categorical in the instructional and student services
- Look at measures of Student success in the non-credit and credit areas
- Coordinate with other state-wide committees' work that is managed by the Chancellor's Office to ensure continuity and complementary effort.
- Address the moral issue in colleges, creating opportunity for real commitment and involvement of faculty, staff and administration
- "Tell the Story" Public Relations; have a concerted message
- Tie to other efforts of student success and SB 1143
- Review the certification of accomplishment to students that can establish benchmarks and ensure follow-up student support services.
- Identify current strategies that have been successful and disseminate and leverage
- Review the potential tension between access and success in our planning and executing process, our efforts should be ensuring access and success.
- Reaffirm past principles

PURPOSE:

Begin with a set of principles by coordinating, monitoring, which include those elements of work in the categorical programs that apply; advocating, educating, communicating; being the voice for Basic Skills and Students.

ROLE:

Advisement to the Chancellor's Office on state-wide Basic Skills issues and implementation of effective practices

ISSUES:

Re-looking at completion being the goal and if this goal is accepted by the state, we in the community colleges, need to get this done faster.

Funding, critical

Categorical funding

SB 1143

Categorical Cuts

Reporting evaluative measures and outcomes vs. Outputs in a more timely manner

How does our work relate to Adult Education and funding?

Other Issues:

- Silos
- Low energy
- Morale
- Need better metrics to measure progress
- Local/State control
- Look at the large scale
- Access and success in our mission and funding practices to ensure both
- Questioning basic skills/noncredit
- Define Basic Skills, credit and noncredit

DATA and RESEARCH

ARCC

- CB 21 reporting will have a better relevance to the reporting measurement, we can review at the this information to share with the field as a clearing house at a state-wide level
- How do we interpret the data for planning and implementation
- How do we provide feedback
- Desegregating data must be done at the local level and state
- Define desegregated data elements at the state level with the purpose of use at the local level
- Learning Communities, including students services instruction and orientation
- For Noncredit students most of the reports on students do not show success in the ARCC date due to not showing the level and the student efforts within the noncredit components.
- Need to clarify noncredit program indicators and these must be consistent across the state.

Evaluation, of 5 Year Goals

Moving from output evaluation to outcome evaluation, check tape

Purpose

- Give opportunity for local regrouping and for telling the story
- Re-look at the institutional goals, identify gaps if any and report actions taken to accomplish the goals
- Re-do forms/templates with input provided by the committee
- These forms will be sent out before the next meeting of this group
- Review-data collection and elements that indicate change in action plans
- Request additional information from colleges that may be a two prom action indicating the changes and provide more precise information on student success.

Review Tape on the Discussion

Student Success Task Force (SB 1143)
Annual Reporting
Additional Needs

Professional Development, Presentation PP contact Lynn Wright

- Review of PD Objectives
See fact sheet
- PP Point I identified the regions and structure, who is who
- Director and Coordinators
- Review past and current efforts
 - 3csn.org Website
 - LINKS
 - BSILI
 - Presentations or workshops at CCLC and SSSSC and other conferences
 - Local and Regional Efforts
 - Supported Tools and Resources

Discussion:

Some of the goals are policy and professional development. How does this assist articulation of next three goals and the role of the Basic Skills Adv. Committee?

How are we meeting the goals and needs and local campuses, as regions are developed the expand of services will be occurring

Brain storm for what is needed in the state for Professional Development compare with what is being done, identify the gaps and determining the specific outcomes.

CCC foundation activities for the purpose of developing proposals are being question and will be establishing some analysis of the procedure

Next Steps:

The Workplan needs to be established by the time the Budget is passed

SB 1143 will work on December

Data Collection

Chancellor's Office
PDG
Report from LA District
Future Directions

Basic Skills Staffing at the CCCCCO

IAG for Basic Skills, the State Academic Senate and the Advisory committee will provide input in identifying potential candidate

Revisit purpose, Membership and Organization

Need to be the need to address the top three that we should work on

Future Meetings:

November 15, 22, 30

We are doing a tally for the date and location

Dates

Locations

Draft