

BASIC SKILLS SUBCOMMITTEE

Co-Chairs: Paulette Hopkins and Mark Manasse

APPROVED 10/05/15

Minutes of September 21, 2015

Present: Paulette Hopkins, Mark Manasse, Xi Zhang, Reylyn Cabrera, Meredith McGill, Daphne Figueroa, Donnie Tran, Becky Stephens, Ken Reinstein, Sheryl Gobble, Joan Thompson

Guests: Adrian Arancibia, Carmen Jay, Stefanie Johnson, Kristin Krogh, Lisa Munoz, Valri Nesbit, Gerald Ramsey

The regular bi-monthly meeting of the Basic Skills Subcommittee was held on Monday, September 21, 2015, in Miramar College Room N-206. The meeting was called to order at 1:20 p.m. by co-chair Mark Manasse, a quorum being present.

It was moved by Joan Thompson, seconded by Becky Stephens, and unanimously carried to approve the agenda. Upon motion by Sheryl Gobble, seconded by Daphne Figueroa, the minutes of the meeting on August 17, 2015, were unanimously approved.

Manasse welcomed the committee's newest member, Meredith McGill, and the committee members introduced themselves.

Manasse gave a budget update (see attachment). There has been one \$5,010 addition to our budget since last time, a cost which has been earmarked by District for research, and which increased the budget expense to \$203,170. This means that we're currently scheduled to spend \$203,170, and that next year we will be \$17,501 over budget. Manasse and Paulette Hopkins will look into this research expense and will report back.

The annual Basic Skills Report is moving along and collecting the requisite signatures; it is due October 1st.

Project Leads updates were given:

- English 42/48, by Stefanie Johnson.
- English 43/49, by Stefanie Johnson and Ken Reinstein.
- English Center, by Sheryl Gobble and Kristin Krogh.
- The PLACe, by Daphne Figueroa.
- Math 38/46, by Becky Stephens.
- Math Lab, by Donnie Tran.

There was discussion about where Basic Skills fits in with Continuing Education versus college-level education. There have been District-level discussions, and campus discussions were suggested for the English and Math departments. Hopkins suggested that the departments think about putting together Learning Communities (LCOMs) because the data shows that LCOMs are successful, and she also pointed out that there are different definitions of LCOMs. Carmen Jay recommended having a Learning Communities Coordinator, and training, as City College does, and suggested that there should be professional development for faculty to prepare them for the job. This is currently a topic of discussion at Chairs Council.

Manasse reported on several different Regional or State special development events, highly recommended that campus tutors attend them, and will send a list of these events to the committee members. Hopkins reminded the committee that SSSP has professional development funds available for travel to attend conferences; Gerald Ramsey suggested it would be more cost-effective to bring others to our campus, or to send small groups to other venues for training and then bring that training back to our campus.

Figueroa revisited the committee name change suggestion that was made last semester in order to broaden out the committee to include other people involved with academic support. It was suggested because there was no centralized campus entity which oversees all the autonomous entities. It would be a venue for cross-communication and overarching discussions about academic support for all areas, and the committee would look at other available funding sources. This is significant because the annual Basic Skills Report asks how we are integrating BSI with SEP or SSSP, and about how we fund a specific project. Hopkins

pointed out that the committee has a clear charge and specific reporting requirements which must be observed. It was decided to continue the discussion at the next meeting, and to begin discussion at the Academic Affairs Committee.

McGill discussed ongoing efforts to help prepare high school students for placement, and described a pilot program offered at Mira Mesa High School by Continuing Education in spring 2015. It was part of an intervention program for students at risk for not passing their math courses, and required a significant time commitment from the students. Those who completed the program were subsequently assessed and were placed on the lower end of the scale. The sample size was very small and success was dismal. Mesa College had a similar project and similar results. She was not sure such a program would reach the broad number of students we'd like to reach. She also reviewed and discussed the Accuplacer cut scores for placing at the college level and suggested a need to lower the cut scores, as some other colleges have done. This has been an ongoing discussion over the past few years, and she requested input from the committee.

Manasse added that the high schools, Continuing Ed, and the colleges are working together to place students. The high schools are providing the students, sites and computers, CE is providing the curriculum and instructor, and the colleges are providing the test facilitation and the subsequent application process. This is a melding of the three systems together into a systemic gateway to produce a seamless connection between these three groups and helps prevent students from being lost in the system. However, the Accuplacer test prep offerings are currently not regulated or uniform, which may contribute to students falling out. He suggested combining the Accuplacer exam with the Personal Growth class so that students are learning while they are preparing for the Accuplacer exam. If we can offer a for-credit course, then we could provide tutoring, but CE can't offer tutoring support. He will follow up with the CE tutoring liaison and will report back at the next meeting, and discussion will continue.

Gerald Ramsey described the development of the agreement between MMHS, Miramar College and CE, and factors that impacted the success rate, and said that things will be improved next semester. The MOU includes the ability to have Accuplacer prep courses on every school in the district.

The meeting adjourned at 2:48 p.m.

Katinea A. Todd

2015-16 BSI Budget (9/21/15) Projections

September Update:

- Benefit percentage corrected
- ESU and Backfill Rates corrected
- BSI Coordinator amount corrected
- 2014-2015 Overage incorporated
- Research

Project	May 2015	September 2015
Math Lab	50,424	50,220
Math 38 and 46	9,131	9,303
PLACe	35,698	36,503
English Center	62,975	63,077
English 43/49	4,569	4,646
English 42/48	5,069	5,146
BSI Coordinator	16,400	20,290
Research	N/A	5,010
2014-2015 Overage	N/A	8,975
TOTAL	184,266	203,170

Projected Budget = 203,170

Budget Amount = 185,669

Current Overage = \$17,501

Suggestions:

- Review supply budgets, especially with updated spending rules from state
- Check back in Spring 2016
- Rollover rest to next year