NOTES

Basic Skills Advisory Committee
California Community Colleges Chancellor’s Office
October 28, 2013
10:00 a.m. – 3:00 p.m.
3rd Floor Executive Conference Room

Attendees: Kelly Fowler, Robin Richards, Kathy Molloy, Cynthia Rico, Sheila Wright, Madelyn Arballo, Daniel Gomez, Alketa Wojcik, Deborah Harrington, Debra Sheldon, Barry Russell, Mia Keeley, and Barbara Illowsky

Calling in: John Stanskas, and Maria del Rosario Biddenback

Absent: Frank Gornick, Debra Jones, and Julie Adams

Guests: Ann Foster, and Jeanne Costello,

1. Welcome, introductions, housekeeping

2. “Basic Skills Completion: The Key to Success in California Community Colleges”
   http://extranet.cccco.edu/Divisions/AcademicAffairs/BasicSkillsEnglishasaSecondLanguage.aspx
   The e-resource was presented and discussed. The resource is filled with examples of programs that have worked to improve student success, many of which can be incorporated into your plans to implement the Student Success and Support Program (SSSP) at your colleges. Kathy Molloy will present on the document at ASCCC Plenary. Many other presentations are being planned. A brochure is currently under development.

   a) Use physical copy to promote and explain
      i) Share it, just print out a few sections, encourage folks to consult it.
      ii) Hope 3CSN will use it in their trainings.

   b) Deborah presented at CCCAOE Conference
      i) People liked it.
      ii) Easy to add to in future (maybe, added Kathy Booth).
      iii) More to add for CTE.

   c) Thanks to all those here who got the project started.

   d) Barbara will be presenting about this at a NADE pre-session and will be sharing with Board of Governors.

   e) We need to create a small, trifold piece for the legislature to make them aware of what BSI money is doing in the state. The brochure will also assist in promoting the e-resource extensively.

   f) Nice to see some non-credit represented here and the fact that it’s a living document.
Feedback from CSSO

i) Ask some provocative questions. Why use it? Give reasons to use it. Helpful to ask questions about how this can help them develop their program plans, implement orientation, assessment, education planning for all students. The ideas here can help them.

h) Make it a positive piece. Why are basic skills numbers increasing? Why students accelerating through sequences?

i) CSSOs can use it to help beef up their AB 1456 plans.

j) Mention it at CIO Conference, too.

3. **BSI accountability: Scorecard? Basic Skills Cohort Tracker? Other options?**

a) Scorecard and BSI Tracker Tool for reporting
   i) How does the Scorecard fit into the data (cohort tracker, local data) used for BS reporting?
   ii) How do we want to do accountability next year? What are best measures for this?

b) Narrative Questions
   i) This year we came up with data oriented and narrative questions. Colleges are still concerned about being evaluated when they submit report. Many use AARC data to demonstrate above cohort colleges like an accreditation report.

c) Non Credit
   i) We still do not have an acceptable tracker for non-credit progress. Until non-credit can be a real part of MIS Data, the tracker is not very useful. We put it in grant to develop measures for assessing non-credit. There are plans for developing this with RP group, maybe Madeline can advise on this. We want to be able to show the work we’re really doing (those issues will be same for tracker or scorecard).
   ii) What some call non-credit, others don’t so there’s inconsistency in what we call things. How do we align? There is some money for non-credit through matriculation. Most of it goes to just a few colleges. Remedial rate used to not include degree-applicable, but now it will include those in numbers.

d) Other
   i) We typically ask a question that asks them to use cohort tracker and then supplement with local data. What is valuable to collect? Pilot programs can be effective by overall rate won’t improve until scales up to impact college-wide data.
   ii) Tracker is still important. If we are to ever scale and institutionalize efforts, we need to see how efforts are impacting dev. ed. Sequence completion.
   a. It’s better because it allows disaggregation.
   b. Like it because it shows big picture and gets people thinking about what’s working and encourages scaling. You can look at individual program data, but it opens people’s eyes.
   c. It operationalizes terms differently than scorecard, allows longitudinal data, more helpful.
   d. It allows us to address loss points and make more systematic decisions.
   iii) As scorecard adds more matrices it might be useful later.
iv) On cohort tracker, add class numbers for new accelerated classes so they can be traced. We need some protocol for tracking those (CAP and Statway. . .19 colleges doing it, so big enough to add in).
   a. Hearing that people want to continue using tracker
   b. Get non-credit in there.
   c. Add alternate accelerated projects.
   d. How are we going to link all this in for Equity reporting?

Alketa will check with the RP Group on which tool the RP Group suggests we use for BSI accountability.

*NOTE: After the meeting, Alketa reported back that the RP Group suggests continuing with the Basic Skills Cohort Tracker.

4. BSI 2013 report submissions: First impressions

a) First, Barbara looks to see which colleges have returned money to the state.

b) Observations:
   i) Less money returned to the state overall. Most of those colleges returning money returned amounts under $1,000. While amount is low, it is still problematic that monies are getting returned, especially after a three-year period. Makes it difficult to claim that more money is needed for Basic Skills. Balance between helping students now and funding long-term efforts needs to be a focus for colleges’ basic skills efforts.
   ii) Colleges made a concerted effort to catch up with the new two-year budget cycle. It may be a result of stronger leadership, more effective communication, as well as adjusting to the two-year spending cycle.
   iii) Redistribution of monies returned to state doesn’t happen until October 2015.
   iv) Direct student support and tutoring are two of the most promising supports for basic skills students.

   Question around narrative prompts for this year:

   i. Can colleges spend money on food for professional development events? Answer: Yes
   ii. Can memberships to professional organizations be covered? Answer: No
   iii. How to institutionalize projects that work? Major problems have to do with institutionalizing pilot projects that have shown success.
   iv. Some pilot projects are too expensive to institutionalize; ultimately it is less expensive to fund successful initiatives rather than have students take course three times.
      1. Return on Investment (ROI) tool that Rob Johnstone is finalizing will help people justify institutionalizing project that help students succeed.
      2. Once tool is finalized, schedule webinars on how to use tool.
      3. Upcoming Webinars for 3CSN will include assessment as well as training on the ROI tool.
   v. Supplies go in the category for which the supplies are being used. For instance, if supplies are for Supplemental Instruction (SI), then place those dollars in the SI category.

   Barbara will send out a preliminary report. She will also prepare a report for legislature.
5. **RFA 13-052: ESL/Basic Skills Professional Development Grant – update of activities**

The 3CSN Team provided an update on what is happening with 3CSN. There are many professional development opportunities to include: Integrating Instruction and Support Services, Integrating Reading Apprenticeship and Habits of Mind into Courses. The team explained the new communities of practice and professional learning hubs. Take a look at their website: [http://3csn.org/](http://3csn.org/) and go to the 2013-14 calendar for specific information.

5. **Barriers to basic skills completion: Title 5, legislative, policy, other?**

   a) Get back to 33 million for BSI funds (we are looking at encouraging the legislature to push the Basic Skills money back up).

   b) **Policy Issues Impeding?**
      
      i) Concurrent enrollment at high schools (HS) is currently a challenge.
      
      ii) Dream act didn’t affect HS (they had to pay out of state tuition). Recent bill allows colleges to waive out of state tuition for 10% of their out-of-state (dream students can be part of this).

   c) **Common Core will help students be more prepared.**

      We need faculty to collaborate between community colleges (CC) and HS K-12 around Common Core, we need professional development to support this. Also, we need to focus on getting high school students to take a fourth year of math. Some of this work was done through Cal-Pass up north. So, build in professional development for CC faculty and joint CC/HS faculty around Common Core. We need to work on getting HS students to take HS math.

   d) **Barbara’s other hat at the Chancellor’s Office is on Middle College High School (MCHS) programs.** There will be a 1/31/14 summit in SoCal on dual enrollment and middle college programs. We need to work with HS counselors to support information about CCs and habits of mind for success in college.

   e) **We need to work on assessment practices, look to non-credit areas to work with boot camps for assessment prep, but what about “reverse transfer” to non-credit to help them with transition to credit basic skills?** Returning students will not have had common core; we will still need to support them.

   f) **HS students currently can’t take CC courses that aren’t “enrichment” or that are offered at their school.** Robin thinks that students should be allowed to take CC courses that are part of the high school track. If they’re in a middle college program, one that they have moved over to the community college, they can take those courses. The problem for many English faculty is the mismatch between literature curriculum of high school and the expository curriculum of college.

   g) **Deborah is concerned on a system-to-system level about understanding the Common Core.** How can we even arrange these conversations to happen given limited availability of HS faculty for professional development? CCs need to do soul searching about our own curriculum and revise. We need to learn from HS faculty; we need to learn and understand it.

   h) **Math in the north is talking about this.**

   i) **We need webinars or other professional development on common core in each field.** There are some on Common Core and Smart Balance sites.
j) We need space for piloting alternative curriculum. It’s more challenging to innovate, now.

k) If there is really going to be a new master plan, then Basic Skills constituents need to be involved.

7. This year – committee involvement

a) Get e-resource out and people using program and guidelines.

b) Working with CTE and non-Credit (including getting them into tracker).

c) Common Core

d) Feedback on BSI Reporting form for next year.

e) Integrating Student Services and Instruction as part of AB 1456 efforts. It would be nice to get colleges with good collaborative practices to discuss their processes.

f) Barbara will be glad to present at CSSO and other conferences.

8. Pre-transfer mathematics sequence

http://us2.campaign-archive2.com/?u=d833f22e078aeb02c56e98860&id=285f64dde8&e=60fd5493c8

The group discussed a new report: “CHANGING EQUATIONS – How Community Colleges are Re-thinking College Readiness in Math” (Oct 14th, 2013). You can access the document on the Learning Works – California website: http://www.learningworksca.org/

a) Katie and Myra also releasing a paper on their work from the practitioner lens.

b) There are a variety of programs addressing the problem.
   i) In California, a large number of students take Stats as their college-level course. Statway through Carnegie Institute and Path to Stats through CAP and Dana Institute at UT Austin.
   ii) Some programs are just compressed courses.

c) These are all projects to get students through terminal Stats course. Title 5 gives option of prerequisite challenge process as way of fulfilling required preparation for Stats. Ongoing challenge has been that UC has said for a math course to transfer to UC (Stats typically), it needs to have intermediate algebra or prerequisite challenge process. Reconsidering, now if student has HS Common Core, they can go straight to Stats. If CC is willing to change their intermediate algebra to fit Common Core, UC might accept it.

d) Barbara outlined math pathway alternatives for non-STEM and non-business majors as well as those seeking a social science degree or a teaching credential.
   i) CSU may extend pilot of accepting Statway, and Path2Stats except for some specific colleges and/or programs.
   ii) Mt. Sac has two versions of Intermediate Algebra; a handful of other community colleges have also created a second version of Intermediate Algebra that is not a course directed to Statistics.
   iii) Majority of students who begin at developmental education math are not heading into majors or certificate programs that require Calculus.
iv) CMC3 position-any student who completes a math course that meets requirement for transfer to CSU or UC as a mathematics course has met AA degree requirements for math. This statement does not address the requirements for transfer to CSU or UC.

e) National Governors Organization, NADE, and America Association of Math Teachers in the Two Year Colleges-all of these organizations are continuing the conversation about alternatives to the traditional math pathways.

9. **New Business**

10. **Spring meeting**
    At the spring meeting, we will give input on the 2014 BSI report narrative questions. The spring meeting will be held on:

    Date: Tuesday, March 18, 2014  
    Location: LA City College  
    Room: Conference Room in the new Student Union Building  
    Time: 10:00 am – 3:00 pm  
    Closest Airport: Burbank

    Thank you to 3CSN for morning refreshments and to the CCC Foundation for lunch!