Basic Skills Steering Committee Meeting
Thursday, October 2, 2014  3:00pm – 5:00pm
SS Conference Room A&B

Meeting Minutes
Present: Maula Allen, Lucas Drisdell, Cheo Massion, Beth Patel, David Patterson, Becky Reetz, Rose Thompson, Cari Torres, Christina Leimer, Anna Pilloton
Guest: Carol Herandez

Annual BSI Report to the State on FY13-14 Expenditures and FY14-15 Plans
Becky and Cheo passed out the final report that is going to be sent to the Chancellor’s office early next week. We want to thank Melody Creel for her work in gathering data for the report, and Leslie Barker for all of her (extensive) assistance with the budget and accounting piece. The full report will be uploaded to the BSI website very soon. Here are some highlights:

English 120 AC – Accelerated English (98 & 120 combined)
Initial data shows higher success rates as compared to ‘regular’ 120 and 98, as well as a higher enrollment and success rate in transfer level English.

Dedicated Tutors for English and math
Students overwhelmingly reported the DTs as a valuable resource (a large percentage of whom had never used a tutor before) and anecdotal evidence from instructors indicates increased student performance.

Curriculum Redesign and Standardization of English 92 Lab Curriculum
A collaborative project that resulted in 15 integrated reading and writing modules that is being used for all English 92 lab classes.

FIGs –Faculty Inquiry Groups
BSI supported the development of FIGs at COM where over 24 faculty members participated to conduct focused classroom research to improve teaching, student services, and/or student success.

Professional Development
BSI supported numerous staff and faculty participating in professional development such as the national On Course conference, the RP Student Success conference, regional and statewide BSI workshops, acceleration workshops, and site visits to other campuses.

Looking ahead, we can see there is much more work to be done. Although our work focusing on improving English success rates seems to have resulted in an overall upward trend since 2007, our math success rates have remained basically the same. This year, BSISC is particularly focused on creating partnerships, doing research, and funding projects that will improve the success rates in math at the college.
**Disproportionate Impact Data (Math)**

Maula provided several pieces of data on the Student Success Scorecard for COM math students in general and by ethnicity. [http://scorecard.cccco.edu](http://scorecard.cccco.edu) This data shows a cohort starting in 2007-08 in remedial math, English and ESL and after six years their completion or success rates (completing at least one credit course in the same discipline): math – 26.6%, English – 45.4% and ESL – 15.7%.

The 2007-08 cohort data broken out by ethnicity for math shows African-American students’ success rate at 2.5% compared with Hispanic at 24.6% and White at 33.0%. When the 80-Percent Index (defined by the Chancellor’s Office) is applied, African-Americans succeed at 1/10th the rate (0.076) as Asian or Hispanic students (0.73 and 0.745 respectively). The 80-Percent Index identifies African-Americans as disproportionately impacted in terms of Basic Skills Math Completion, Persistence, Earned 30 Credit Units, and Degree and Certificate Completion at College of Marin. The 80-Percent Index also identifies Hispanics as disproportionately impacted with regards to Basic Skills Math Completion, and Degree and Certificate Completion. In cases of disproportionate impact, Title 5 requires that, “where there is disproportionate impact on any such group of students, the district shall, in consultation with the Chancellor, develop and implement a plan setting forth the steps the district will take to correct the disproportionate impact.”

Comments were made about looking at San Diego Community College at their effective modularization model and also at the Math Emporium model outlined by the EAB report (MIT reference). Rose reported that Dr. Coon has agreed to fund the formation of a UMOJA program on campus. And Beth mentioned webinars by the group M2C3 (Minority Male Community College Consortium) will be presented for professional development to faculty and staff in the near future. The aspect of Pre-requisites for courses heavy in reading, for example, was also discussed.

The committee felt that it is important to consolidate efforts, planning and resources for all basic skills students and avoid the creation of “silos” by group. Christina shared with the group the Student Equity Plans requirement for campus-based research on student equity by category (including race, gender, veterans, disabilities, income levels and other delineations).

Also to this end, the development of the Basic Skills Master Plan, BSISC envisions contributing to this plan as it is discussed and written. Cari will be sending out a call soon for the facilitator role in this process. A target date of the end of spring 2015 for the completed process and written plan is anticipated.

**Educational consultant information on high school students transitioning to college**

Anna wrote and reported on the following:

On 10/1, I met with an education consultant, Nancy Neu, who is working on special projects at the Marin County Office of Education, who has experience as Assistant Superintendent in Novato, as well as Principal at Redwood High School. She has a deep understanding of how crucial the transition from high school to college can be for students, and when asked, shared some thoughts about directions that COM could take to support students (most of which we are working on, or are considering). I’m including Gina Cullen in this email since some of the ideas might include not only Basic Skills’ consideration but also Counseling’s.

- Knowing that HS English teachers don’t generally include reading instruction in their classes, Nancy asked to what extent we provide reading support for these students by way of selection of reading material in our English classes that are culturally relevant/developmentally appropriate (as Puente does), use of Advisories/Pre-Requisites for other courses that include extensive reading such as Sociology, linked learning (e.g., First Year Experience that connects English and Counseling classes).

She was familiar with models that included using Study Skills classes to reinforce reading skills using
newspapers as a tool where students would search for articles of interest, read for information, and summarize.

- When I mentioned our COMPASS model which has included great input from HS Administrators, she strongly endorsed the plan to convene COM and HS faculty for articulation, alignment, and demystifying purposes. If we can identify the right faculty members (both here at COM and at the high schools), we can showcase the great work going on here, share examples of the level of college rigor in classes, and clarify the transferability of classes. There has been a vacuum recently of this type of collaboration, and given our shared mission in increasing college readiness, access, persistence, retention, and completion, this is a great time to revisit.

- Mini Reading/Writing workshops, much like the series that Butte offers, as drop-in online lessons that students could access in the writing lab, or in a learning lab.

Anna also mentioned her recent trip to Phoenix where she heard a presentation by Brandon Busteed of Gallop Education. He spoke about a Wellness Scale for education: sustained learning, applied learning and a culture of caring. [http://www.gallup.com/speakersbureau/161333/brandon-busteed.aspx](http://www.gallup.com/speakersbureau/161333/brandon-busteed.aspx)

**Next meeting agenda items (partial):**

- Committee needs to discuss policy on paying for professional development such as On Course and other conferences. The BSI funds have sponsored many faculty and staff to go to these conferences in the past.
- Invite Derek Levy to a meeting in the near future.

*Meeting Minutes: 10/7/14*