



**Basic Skills Committee**  
**February 18, 2016 Minutes**

***Approved Date: 03/17/16***

MEETING TYPE: ☒ Staff  
☐ Product/Project  
☐ Special

Starting Time: 2:00 p.m.  
Ending Time: 3:30 p.m.  
Place: H-306

---

**CHAIRS:** Cindy Anfinson and Carol Lowther

**MEMBERS:** Cindy Anfinson, Debra Avila, Jennifer Backman, Ruth Barnaba, Melinda Carrillo, Lee Chen, Erin Feld, Kelly Falcone, Kevin Kearney, Carol Lowther, Nimoli Madan, Dana O'Callaghan, Suzanne Sebring, Shayla Sivert, Cindy Torgison, Rosalinda Tovar, Lori Waite, Benhui Zou

**Member Absent:** Dan Sourbeer or designee, Debra Avila, Brian Stockert, Calvin One-Deer Gavin, Barbara Blanchard, ASG Representative

**RECORDER:** Rosalinda Tovar

---

**A) Minutes**

- 1) Approve Minutes of January 21, 2016
  - i) M/S: Erin Feld/Nimoli Madan
  - ii) Abstentions : Suzanne Sebring, Dana O'Callaghan, and Ruth Barnaba
  - iii) Vote all in favor
  - iv) Introductions: Suzanne Sebring, new member CAST

**B) Action**

- 1) New SSEC Representative from Basic Skills
  - a. Rosalinda Tovar

**C) Information Items**

- 1) IEPI Workshop Update – Shayla/Carol/Cindy
  - i) Several Staff/Faculty attended a conference: “Community Colleges Basic Skills and Student Outcomes Transformation Program- RFA 15-608”
  - ii) Workshop: one-time total \$60,000,000 grants being released
  - iii) 5 types of practices
    - (1) Adopt placement tests or other assessment indicators and related policies that may include multiple measures of student performance, including grades in high school courses, especially overall grade point average, results from the common assessment system, and input from counselors.
    - (2) Increase number of students into gateway courses in English and mathematics courses that are transferable to the University of California or California State University and career pathways, with remedial instruction integrated as appropriate for underprepared students
    - (3) Align content in remedial courses with students’ programs of academic or vocational study to target students’ actual needs and increase relevance. This method is intended to encourage the development of remedial instruction focused on a student’s identified academic need informed by the student’s intended course of study.

- (4) Contextualize remedial instruction in foundational skills for the industry cluster, pathways, or both, in which students seek to advance
- (5) Provide proactive student support services that are integrated with the instruction
- (6) Develop 2 and 3 course sequences, as appropriate, for completion of a college-level English or mathematics course, or both, for underprepared students, by utilizing technology, where appropriate, to enhance the adoption of the high impact practices specified in methods (1) to (5), inclusive.
- (7) Implement other effective basic skills course strategies and practices not specified in methods 1-5, inclusive, subject to the college providing evidence that substantiates the practice is effective.

PCC Pathways (Pasadena City College)

Pathways: XL (all), International, Athletics, Career, Ujima

Pathway data presented

2<sup>nd</sup>-year program/handout

All eligible participants get priority enrollment

How do students participate? Is there an application?

Larger conversations: how do we create a seamless pathway for students?

Once students enter Palomar, how do we move them into programs, without having them do things multiple times. What do we already have? Funding? What's in place? We need to be mindful of what's been established already.

RFA request for Application: AABG referenced (?)

College 1:

One Book One College

We could have different projects/different needs?

How could such a program fit into your area and the needs of your department: respond to Carol, Shayla, Cindy within 2 weeks!

Kelly: Cal state model, front load info then give work to do and then come back after a month

Questions:

- PD: Instructional practices? Funding
- Acceleration? Pedagogical, philosophical discussion: multiple measures→?
- Is it possible our students are being placed too low so that they end up with too many low level courses, get tired, and give up?
- What about non-credit classes, DRC Students?

Kelly: It is necessary to re-do PeopleSoft, E-services...needs to be more functional, need to start over in order to upgrade. It's a priority for Connie Moise. Palomar College just hired a webmaster. CSUSM invested in infrastructure 5 years ago, so they see the results now.

OASIS/UCSD Summer Bridge Program:

- Well-established transition program almost 40 years old!
- Students vie for limited spaces
- Staff/Students vested in program
- Programs have well-established internship programs for participants and students staff positions as well
- Weekly seminars with OASIS staff/staff from 6 Colleges
- Math survey course (4.0 units, P/NP)
- Contemporary Issues course (4.0 units P/NP)

- Relatively new 2<sup>nd</sup> year program

PCC model: ***priority enrollment*** in classes required for program participation  
 Ruth Barnaba: Learning Community: Reading, Writing & Wrenches

### **Priority Enrollment is necessary!**

- 2) Learning Communities and Village Mentoring – Carol
  - i) Most communities generally healthy, some down a few students
  - ii) Fall 2016 pairs
  - iii) On the horizon some STEM LCs
  - iv) Marketing: show students the Transfer sheets (IGETC/Transfer) to help with buy-in
  - v) No VM update
- 3) Summer Bridge and FYE Update - Cindy
  - i) Summer Bridge Application open on eservices
  - ii) Students have started signing up!
    - (1) Write On: 2
    - (2) ESL 55: 2
    - (3) ESL 101: 0
    - (4) Math Jam: 25
    - (5) ESL Escondido: 3
  - iii) FYE: 8 applicants applied so far
  - iv) FYE students visited the TLC: 68% at least 1 visit during Fall semester
  - v) 10 students with 4.0 GPA after fall semester, 8 out of 10 were enrolled full-time.
  - vi) 97% of the FYE 2015 cohort have an Ed Plan on file so far.
  - vii) Birch Aquarium/UCSD trip: 23 student participants. We had some great comments from students.
- 4) TLC Update – Debra
  - i) TLC EC
    - (1) Math Success While Reducing Anxiety workshop being held Saturday, March 5 from 8am-11am.
    - (2) Tutors are very busy; papers are due this week.
    - (3) Tutors/staff gave 84 class presentations at the Escondido Center this semester.
    - (4) Usage: 1,247 visits/ 474 unique visitors
  - ii) TLC SM
    - (1) Upcoming workshops
      - (a) Note-Taking Strategies
      - (b) Citing It Right
      - (c) Time Management
      - (d) Dream Act/FAFSA Application “Hands on”
    - (2) Rosalinda giving presentations to High School students visiting campus through EAP, regarding our programs (SB/FYE/LC/VM)
    - (3) Usage: 2,682 visits/ 758 unique visitors

### **D) Activity**

- 1) Review Basic Skills Action Plan 2016
- 2) Other
- 3) Adjourned @ 3:29pm

**Next Meeting:** March 17, 2016 in H-306