

FOUNDATIONAL SKILLS

MISSION

The mission of the committee is to promote student learning in foundational skills in reading, writing, mathematics, and English as a Second Language, as well as learning skills which as necessary for students to succeed in college-level work. The committee will work to promote an integrated and coherent approach to offer foundational skills to maximize the benefit to students.

MEMBERSHIP

VOTING MEMBERS:

Joint Faculty (7)	English ESL Credit Mathematics Non-credit Continuing Education Non-credit ESL Student Services Student Services	Michael Ritterbrown Kathy Flynn Peter Stathis Jan Young Alice Mecom Jeanette Stirdivant Ellen Oppenberg
-------------------	---	---

Administration (3) Mary Mirch, Rick Perez, Brenda Jones

CSEA (2) Tatyana Bartholomew, Dana Nartea

ASGCC (2) Jessica Tjokro, Anush Petrosyan

Confidential/Manager (1) Amir Nour

NON-VOTING MEMBER:

Resource Ed Karpp, Terrence Yu

Recording Sect: Zepiour Shabani

**Foundational Skills Committee Meeting Minutes (Unadopted)
Tuesday, October 27, 2009**

Present: Peter Stathis, Jan Young, Amir Nour, Ellen Oppenberg, Dana Nartea, Kathy Flynn, Alice Mecom, Brenda Jones, Terrence Yu, Zepiour Shabani, Jessica Tjokro, Anush Petrosyan, Tatyana Bartholomew, Michael Ritterbrown, Ed Karpp

Absent: Mary Mirch, Rick Perez

Proxy: Jewel Price for Jeanette Stirdivant

Meeting started at 2:30PM

MSC (Nour, Bartholomew) - to approve minutes from October 13, 2009

Basic Skills Coordinator Report

Open House of Projects today – 70 people in attendance

Handed out a copy of the latest edition of the Basic Skills newsletter.

Explained that earlier in the semester, she sent to randomly selected developmental skills faculty a survey asking them what they feel they need in terms of faculty development. Ellen then shared the results of the survey with the Basic Skills Staff Development Taskforce she established: Jan Young, Bill Shamhart and Francien Rohrbacher.

During its first meeting it was decided that the taskforce would like to design a *Student Success Conference* where all faculty and staff from GCC and surrounding colleges will be invited to attend and participate. A date of March 6, 2010 was selected. Ellen asked that any F.S. Committee members desiring to help organize this conference to contact her.

Action Plan

Peter explained that an ad hoc committee met last Thursday to go over the draft that Ellen (and her committee: Joy Cook, Paul Mayer, Terrence Yu, Peter Stathis, Kathy Holmes, Kathy Flynn, Margaret Mansour, Mo Taghdis) had written. He added that Ellen's draft also used parts of last year's action plan. Peter stated that there were 2 parts: the Action Plan and the Expenditure Plan.

An error was made in that the draft the Ad Hoc Committee refined was not sent to the F.S. committee members. By mistake they were sent the plan Ellen's committee came up with. Jan said she would correct this mistake and send out the corrected version later this evening.

Because the Action Plan and Expenditure Plan differ in format and categories requested by Sacramento, a discussion ensued about how the Expenditure Plan should be filled out.

Further detailed discussion resulted when those in attendance at today's meeting decided it was important to review the plan in its entirety.

- Section A – Action Plan (Coordination of Basic Skills Program)
Peter suggested that this fits under Category A (Program Planning, Curriculum and Development) of the Expenditure Plan. He recommended a cut and paste approach to completing the rest of the required pages of the document.

He reworded the expenditure part to read: "Personnel costs to continue coordination of Basic Skills program."

It was reiterated that the Expenditure Plan is to show how 09-10 allocation of \$328,001 is going to be spent. Jan handed out a detailed explanation of the Expenditure Plan draft that Ellen and Amir came up with last week when the met.

Discussion Continued:

- Integration of Counseling and Other Student Services (fall under Advisement & Counseling services)

- Develop a Second Level of Assessment (Jewel Price felt that assessing learning styles should not be added on to the Assessment Center. She explained that it should most probably be administered by the Career Center). Should fall under Advisement and Counseling Services because the Assessment Office won't be able to offer someone to interpret the learning styles assessment.
- Linking students going from Assessment with campus and community resources (fall under Advisement and Counseling)
- Outreach to Feeder High Schools (fall under Other)
- Incorporate and Early Alert System for CR and NC (fall under Advisement and Counseling)
- Support Professional Development of Basic Skills Faculty (fall under Program Planning and Curriculum Development)
- Provide a Collaborative Environment for Basic Skills Students, Faculty and Staff (fall under Program Planning and Development)
- Mentor Adjunct Basic Skills Instructors (fall under Other)
- Create on-line data base for CR and NC Instructors (fall under Instructional Materials)
- Enhance tutoring services for Basic Skills students (fall under Tutoring and Supplemental Instruction Services)
- Continuing to offer a sustaining curriculum (Program Planning and Curriculum Development)

Peter explained how all categories on the Expenditure Plan do not have to have an amount filled in.

It was suggested that under the responsible person(s) section of the plan that the Basic Skills Student Advisory Taskforce be omitted. The reason is because it doesn't exist yet and it was never mentioned in previous meetings. Ellen corrected that inaccuracy by explaining that she brought it to the Foundational Skills Committee members last meeting and also gave them a handout where the taskforce was listed.

Jan asked Ellen to explain the reason she thought an advisory taskforce was needed. Briefly Ellen stated that there is a lot of talent on campus that we can draw from to benefit Basic Skills students and offer them a more complete program where services and academics are integrated. Such an idea does not have a price tag. The talent is already here.

Because this advisory taskforce is so new, it was agreed that it could be added next year as a Responsible Person(s) on the Action Plan when the F.S. Committee sees what the taskforce accomplishes between now and then.

Figuring Out the Dollar Amounts

Peter explained that this was arbitrary. Michael added that these figures can be changed mid year.

Kathy thinks that more people are going to want to do course development this year. She also wondered if we shouldn't have money put into the articulation category just to have.

Jewel asked if there are any matching funds from the district to offset costs because she believed the Action Plan items would cost more than the allocated amounts. Peter explained that Basic Skills does not receive matching funds.

Discussion of the tenure track Reading Teacher's salary being paid for by Basic Skills funds ensued. While the committee feels that the salary should be picked up by the college, for right now it is understood that this will not occur.

Peter reminded the committee that we have not only the new allocation of money to spend but also what is left

Amir mentioned that we have fixed costs. His suggestion was to leave at least \$200,000 to cover fixed costs. However, ideally, he felt that it would be helpful not to touch any of the money left from last year in anticipation of what we will need it for next year.

We need to be mindful that next year will probably be worse fiscally than this one.

Peter said that in the future some costs may be offset by the college.

Ellen defined that fixed costs are: The salary of the Reading teacher, Alexa Schumacher and Zepiour as a Relief Clerk. It also pertains to Terrence Yu's full time position (20% is being paid by ACE) and Ellen's 80% release time position as Coordinator.

MSC (Flynn, Jones) to approve procedure on the Action Plan

Adding Projects and Restoring Money to Current Projects

Dana questioned the funding of the Algebra Reduced Class Size project. She mentioned that she didn't think the grant allows us to supplant classes. Jan added that it might be looked at as double dipping.

Ellen stated that at the meeting where the projects were being approved, it was decided that the Algebra Reduced Class Size project would be funded if money was left over from funding all of the other projects first. Also, she added that at the time of initially discussing this project, she brought to the committee's attention that Juan Cruz does not support the money being used in this way; that he regards it as double dipping. The committee still agreed to fund it in some way if possible.

Peter explained it is buying more classes but that we aren't getting apportionment for those classes. He said that they are over cap anyway and not receiving extra apportionment as a result. Michael added that existing Math 141 classes will be divided in half. No new classes are being created. Peter emphasized that the money is going to pay for that to happen. Michael then stated that that wouldn't be double dipping.

Ellen voiced her concern about paying for instructors to teach classes and having basic skills money goes toward that citing the fact that we are in such a volatile and unstable budget climate. She asked what will happen when the money is no longer available to fund something like this or instructors teaching these classes? Michael responded by saying that this is an experiment to see if reduced class size has an impact. He stated that he has not found hard data on the web to support this. This is a valuable project. We have basic skills money and should do the experiment.

Peter also stated that we can't reverse our decision now because Kathy Holmes is already following through with hiring instructors and planning. He and Brenda pointed to the fact that the committee already approved it.

Jan brought up info re: LAUSD and how they conducted such an experiment and found good results which got washed away once the funding dried up for it.

Alice asked if there is the long-range hope that if proof is provided than the administration of the college will restructure?

Peter suggested that it will be a good study to determine what works well.

Peter thanked Jan for putting the excel spreadsheet together on the projects. He added that some projects were funded at 51%, some at 66% and some between 80% and 100%.

Jan asked why some of the projects were cut so severely such as the collaboratives. No one could recall the reasoning..

Jewel asked about the procedure of restoring money to the funds when you have fixed costs that are a big piece of the program. How will the fixed costs be taken care of? She suggested that perhaps if the college can pick up some of the fixed costs some time in the future, great, but for now they need to be built in to the plan of how

Amir asked that it be determined in advance when their positions will be reduced so that he can do proper calculations, etc.

Ellen questioned why we are afraid to do something different with BSI money, because other colleges have different ideas. Dana stated because it has become habitual to roll over money from year to year. Alice suggested stepping back and reviewing our process and projects.

E-mersion program was awarded 56k previously, no additional funding is awarded.

MSC (Flynn, Stathis) ESL Collaborative awarded 8,830 in additional funds

MSC (Stathis, Jones) Math Common Finals awarded an additional \$1,000

MSC (Flynn, Stathis) Math Adjunct Mentoring approved for 4k in additional funds

MSC (Stathis, Bartholomew) Math Collaborative approved for 25k in additional funds.

Dana commented that she had gathered information spanning some years that show the Math Collaborative's outreach had 400 students enrolled at GCC from high schools last year and 1500 in the past 5 years.

Ellen asked Peter if there is not enough to fund these projects in the future will you support keeping that in mind when we consider future funding. Peter agreed that that's an important consideration.

RFPs

Scheduling problem with when we ask for RFPs for projects.

Alice recommended that we need to look at where projects fit into the Action Plan and find the gaps that need to be filled in.

Peter recommended that perhaps the division chairs should be the catalyst to explain the Action Plan to their divisions and where the gaps are that need to be addressed by future RFPs.

Alice and Jan added that they had attended the Student Success Conference recently and that it appears that other colleges are doing great things in the area of integrating services, etc. Jan gave a handout to the committee members that listed those colleges who won recognition for the best and innovative practices and programs. She explained that we need to be more unified in our approach to Basic Skills and have a vision. We have to figure out how all of these little parts fit together. This is the glue. Alice concurred.

Peter responded that the culture at the college is slow to flip. Michael feels that success is the best way to gain support. He agreed that we have to have a solid unified vision. We don't have one at this point. We should discuss what the unified vision should look like. Jan said other colleges have done it.

Jewel added that the more unified and integrated the program is, the better it is. That was the suggestion made when we first received Basic Skills money years ago.

Ellen added that the college has received millions of dollars over the years to enhance its basic skills program and give it a focus. Because there was not a solid idea of where it was supposed to go it went to different branches. This was great for the time and it produced some great stuff in the disciplines. However, we now have to unify in the face of receiving less and less money. If we don't do it now, we will never do it.

Michael agreed and said that maybe we should start with those projects that have been successful. We need to come away with a unified view of what works and go from there.

Ellen reminded the committee that last year Terrence and Joy Cook looked at each project to determine where in the Action Plan the project fit. She stated that some didn't but we funded it anyway. Peter stated that all of the math projects did as an example.

Expenditure Plan Detail

Peter volunteered to complete this part of it and then email the committee. He would then get the required signatures before faxing it to meet the deadline of Oct. 30th.