

BASIC SKILLS SUBCOMMITTEE

Co-chairs: Paulette Hopkins, Becky Stephens and Stefanie Johnson Shipman

Voting Members: Paulette Hopkins (Co-Chair/Administrator), Gerald Ramsey (Administrator), Becky Stephens (Faculty Co-Chair/BSI Co-Coordinator), Stefanie Johnson Shipman (Faculty Co-Chair/BSI Co-Coordinator), Cheryl Vallejo (Faculty, Developmental Math), Anne Gloag (Faculty, Developmental Math), Ken Reinstein (Faculty, Developmental English/ESOL), Denise Maduli-Williams (Faculty, Developmental English/ESOL), Randy Claros (Faculty, Counseling), Dave Clark (Faculty, Counseling), VACANT (Faculty), Xi Zhang (Classified Staff), Reylyn Cabrera (Classified Staff), Meredith McGill (Classified Staff), Mark Johnson (Student)

Staff/Resource: Todd Simonson (Project Assistant, Office of Instruction)

Approved 4/2/2018

Minutes of March 19, 2018

Present: Paulette Hopkins, Stefanie Johnson Shipman, Becky Stephens, Cheryl Vallejo, Anne Gloag, Denise Maduli-Williams, Ken Reinstein, Randy Claros, Dave Clark, Xi Zhang, Reylyn Cabrera, Meredith McGill, Donnie Tran

Guests: Lou Ascione, Alan Andersen, Christine Kilanski, Linda Woods

Absent: Gerald Ramsey, Mark Johnson

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1. Call to Order: The regular meeting of the Basic Skills Subcommittee was held on Monday, March 19, 2018 in Miramar College Room N-206. The meeting was called to order at 1:22 pm by co-chair Becky Stephens, a quorum being present.
 2. Approval of Agenda: Minor changes were made, and a motion to approve was raised by R. Claros and seconded by R. Cabrera, unanimously carried to approve the agenda.
 3. Approval of Minutes from March 5, 2018: A minor change was suggested and M. McGill motioned to approve the minutes, and seconded by D. Clark, unanimously carried only B. Stephens abstained.
 4. Old Business: There was no old business to discuss.
 5. New Business
 - a. Project Proposal Presentations
 1. Basic Skills Research (Zhang/Kilanski) – X. Zhang and C. Kilanski began with their proposal for support for basic skills research. The School of Planning Research and Institution Effectiveness supports many functions across campus including accreditation, strategic planning, enrollment management, program

review, and outcome assessment, as well as many other initiatives and outreach to support Student Services and Instructional needs. For Basic Skills, PRIE handles many ad hoc requests to analyze data and perform research, but there is a problem with the tools and time required to successfully update reports. The program review dashboard has data security issues and could be created and updated much easier with other tools. Stata is a data analysis tool to apply advanced statistics, using back-end programming to automate the analyzation process. Tableau is another program that can present data and track programs and initiatives better, which would free time for PRIE research to perform deeper analysis and support other needs for the school. The cost of the program licenses and potential professional development to learn to effectively use these tools comes to \$8,390. As to the sustainability of the project proposal, X. Zhang suggested PRIE funds would eventually pay to maintain the software licenses.

2. Math 96X (Vallejo) – C. Vallejo presented the Math Co-Requisite Professional Development Project aimed to provide continuous support and training, on- and off-campus to for Math faculty who will be teaching co-requisite courses MATH 015B and MATH 96X. The proposal is aligned with Objective 5 and seeks to support a culture of activity based learning. The proposed project hopes to provide support to faculty teaching these classes, to increase student success and completion of transferable college math, and understand how these course offerings affect success. The research plan includes pre- and post-semester surveys for professional development and collecting quantitative data to measure the success of students in co-requisite courses, in addition to analyzing success and retention with Institutional Research Office. The project cost asks for a total of \$33,195, to cover 16 ESUs sponsoring 2 leads and 4 faculty, travel, and supplies. In regards to sustainability, future years will probably require less ESUs and funds, as research in this first year could be applied to other semesters and co-requisite courses for other classes.

3. Math Activities (Stephens) – B. Stephens presented on the continuing Math Activities project, to create and sustain activities that are mathematically dense. The project has three goals, those being to change student's perceptions of

themselves as mathematical thinkers, to demonstrate the “Growth Mindset,” and to better prepare students for future math classes. After participating in these math activities, more students prefer in-class activities to traditional lectures. The largest cost for the proposal is supplies, placed at \$80,000, which will include laptops, laptop carts, calculators, rulers, scissors, staplers, paper and pencils. Concerns arose about the sustainability of the program and the program efficacy, especially retention, success, and persistence. Updated quotes are needed for the proposal, so B. Stephens will get those from Southland Technology for review.

4. Writing Assessment (Andersen/Arancibia) – A. Andersen presented a proposal for a pilot writing assessment at Miramar College, in compliance with AB 705 as one of multiple measures for directed self-placement in English classes. Miramar feels strongly about having a writing sample component, so a one year trial period would collect data to help the District decide if a writing assessment is necessary. The assessment would be timed and offered on-campus in the Assessment Center, and then entered into a database. Readers with a specific rubric would score the writing sample and the scores would be given to the Counseling Department to help the student decide which path is the best for them. As a pilot, not every student would be measured, but data would be collected to measure success rates for all students involved. The total budget comes to \$19,521 and will include 3.5 ESUs per semester for the lead director, 2 ESUs each semester for the co-director, and the reading team will have 0.5 ESUs each semester per faculty member. Research will be a key component, with \$1000 proposed but B. Stephens noted that the Basic Skills Subcommittee pays for researchers off the top. Supplies will be \$500, but incentives proposed for surveys cannot be offered from this grant. Approximately 250 students would be involved per semester, and would be selected randomly, possibly choosing to opt-in.

5. Slis in English 265C Courses (Andersen) – A. Andersen also presented another proposal, to include Supplemental Instructor support in English 265C classes, the accelerated English sections. This co-requisite course is for students that are higher in basic skills, and enable them to be co-enrolled in English 101. Extra

support will help students to succeed, embedding tutors in the class to increase retention, success, and persistence. In order to measure effectiveness of having SIs in the classroom, qualitative and quantitative reporting including focus groups, surveys, and work group attendance reports will be used. The total budget for this proposal is \$40,000 and will cover 5 ESUs for the lead to work with SIs, faculty, and to conduct interviews. Ten SIs will be hired, one in each section of 265C. Supplies are also allocated in the proposal, totaling \$500. Questions raised are sustainability of the program, but as the program is a pilot this is not an issue. The project will be linked to the ASC with D. Tran, as SIs are currently already used in other classes.

6. Other – The meeting ran out of time, so the following presentations will be rescheduled for the April 2, 2018 meeting of the Basic Skills Subcommittee:
 - a. English Center IA Programming (Reinstein)
 - b. Math 96X SI (Tran)
 - c. Math Lab and Basic Skills Tutors (Tran/Andersen)
 - d. SI Training (Tran)
7. Adjournment – R. Cabrera motioned to adjourn, seconded by X. Zhang, so the meeting was adjourned at 2:49 pm.