



FOOTHILL COLLEGE

Basic Skills Workgroup

Minutes

Date: April 5, 2011 Time: 2:30-4:00 p.m.

Location: Altos Room

Tri-Chairs:

Darya Gilani

Teresa Ong

Paul Starer

Members:

Lyliana Hernandez

Susie Huerta

Elaine Kuo

Phuong Lam

Debbie Lee

Kelly Lopez

Leslye Noone

Ex-Officio:

Eloise Orrell

Guests:

Ben Stefanik

Voltaire Villanueva

Summary

Time	Topic	Notes
2:30p – 2:35p	Volunteer to take minutes?	Susie volunteered
2:35p – 2:45p	Announcements	See below
2:45p – 3:15p	OPC's Reduction Criteria	
3:15p – 3:30p	Benchmarks and ESMP Version 2.0	
3:30p – 4:45p	Basic Skills Survey	
3:45p – 4:00p	Department Updates	

Discussion Detail

Item:

Announcements:

- Summer Academy is back- new and improved:
 - Students take college success course- 1 unit writing, 1 unit math class
 - Now the program will be a sort of "FASTTRACK"- placement test prep, students take placement, CNSL 50, SPEDI—students will have priority registration

Upcoming Puente/MFUMO/EOPS field trip to STOMP Conference at UCLA:

- Liliana raised concerns about funding this trip through Basic Skills since the cohorts are not in English 1A and therefore not "technically" basic skills
- However, trip can be funded through basic skill by receiving "credit" for the fall and winter quarters, when these cohorts were in pre-collegiate, Basic Skills courses.

(All agendas and minutes will be archived online through the President's Office.)

OPC's Reduction Criteria:

- In the face of our current budget constraints, it is necessary to examine and criteria for budget reduction of programs and services on campus:
 - o In our departments, we need to ask folks to make decisions about what type of criteria we should prioritize

Brainstorming and discussion: Setting reduction criteria for Basic Skills programs and services:

- As a work group, we need to set measurable benchmarks based upon Program Review that can inform these budget decisions
 - o Asking for feedback: send ideas to Shirley and Darya to report out
 - o Focus on program reviews to determine the goals of Basic Skills mission and determine the types of cuts that might have to happen
 - o Question by Leslye Noone: How do we know if a program is legally mandated and whether or not we are sticking to supporting such programs?
 - Answer: Word Policy, accreditation standards, Title V—bargaining groups will have to focus on what is being put on table for reduction and whether or not these particular programs or areas are legally mandated
 - o Future Need: Is it worth cutting a program if, at one point, we may need to bring these programs back? Is the amount of money needed to re-instate such programs more than what we'll be saving by cutting the program?
 - o Debbie's question about Future Needs: How are we determining the evidence? We can look at ARCC data
 - o Voltaire's concern: How are we looking at programs like PUENTE and MFUMO—what criteria is being looked at?
 - o Eloise: Equity needs, Basic Skills, Success—closing the achievement gap
 - o Lilliana: Is there a percentage of these programs that we should have that we can protect?
 - To protect our institutional commitment to serve those particular populations
 - o Susie: How can we use the current projects and pathways to “house” other programs (MFUMO, PUENTE, PASS THE TORCH) to hold on to such services—how can we combine our services?
 - o Debbie: in our departments, we need to arrive at specifics

Benchmarks and ESMP Version 2.0:

- How we can use ARCC report to determine existing data that we can use and track to set these metrics
- Setting benchmarks:
 - o Our starting point is looking the existing data- for example, in specific courses or sequence of courses
- Elaine: will present disaggregate info. for current classes and sequence of courses (e.g., Math my Way success, English sequence- 100, 110, 1a success)
 - o BS success rates
 - o BS improvement rates
- Next meeting:

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- Look at ARCC disaggregated data
- Revisit the data Johnstone has already collected
- If we use this as a starting point, we can go back and determine if we want a different focus for data collection

Goals for next meeting: April 5, 2011

- Leave with three target benchmarks:
 - Math My Way
 - ALD (STEP) program
 - IRW target (future projections)
- Debbie's concern: we do not have enough time to go back to the departments to determine whether or not people agree with how realistic these benchmarks will be.
- Susie: since we don't have flexibility for deadlines, we can inform our departments of the benchmarks and include them in the revision process when we go back and look to see how feasible they are in the amount of time

Basic Skills Survey:

- Most students surveyed are fairly new (1-3 quarters)
- Almost 80% are here with the intention of transferring, earning a degree or certificate and/or improving skills base
- This could possibly be why such a large percentage of students are taking at least 10 units
- Survey shows we can't assume that a basic skills student in English is also basic skills in math