College Skills Steering Committee

MEETING CALLED BY	Valerie Fong & Lori Silverman, Co-coordinators
FACILITATOR	L. Silverman
NOTE TAKER	V. Fong
TIMEKEEPER	N/A
ATTENDEES	Escoto, K. Feig, D. Gilani, S. Huerta (guest), B. Lewis, L. Noone, E. Orrell, S. Seyedin, P. Starer, B. Stefonik, C. Thunen, V. Villanueva

Agenda topics

5 MINUTES   **INTRODUCTION AND COMMENTS FROM ELOISE ORRELL, INTERIM VPI**

DISCUSSION	E. Orrell introduced herself and commented on the importance of basic skills at Foothill. She noted that she put the call out for volunteers from Bio Health and spoke of the past contributions of Bio Health to basic skills at Foothill, e.g., WAC. New members were also introduced: Brian Lewis, Teresa Ong, and April Henderson

CONCLUSIONS	N/A

ACTION ITEMS	PERSON RESPONSIBLE	DEADLINE
None		

60 MINUTES   **REVIEW AND APPROVE COMMITTEE MISSION AND CHARGE**

DISCUSSION	The committee reviewed and discussed a mission and charge that had been revised based on previous discussion. Revisions centered on making the mission inclusive, highlighting the applicability of basic skills across the disciplines. Language was also added to include services such as tutorial. Discussion summarized below. ○ Including "research" as a basic skill. C. Thunen expressed an interest in including "research" as a basic skill addressed in the mission. P. Starer acknowledged that research is a skill used in college, but it may not fit "college skills" as we're using it to mean "basic skills." K. Feig commented that most courses on campus require information competency. S. Huerta pointed out that the synthesis required in English 110 is a form of information analysis. C. Thunen noted that synthesis falls within information competency: evaluation, analysis, synthesis, and general critical thinking skills. S. Seyadin commented that the mission seems to focus only on "basic" skills as opposed to skills that are basic to the needs of college-level courses; she asserted that the mission should be beyond basic skills to include skills for college. If that's not the charge of the committee, then the name should not be "college" skills but "basic" skills (see below). The group discussed the focus of the committee on developing college-level foundation skills. P. Starer noted that while tutorial and LC are areas of focus for the committee currently, they are not the sole focus of the committee, which covers the breadth of activity to develop foundational skills. ○ College" skills versus "basic" skills – name of the committee. The discussion of research led to a discussion of the use of "college" skills to replace "basic" skills. K. Feig suggested that FH can approach basic skills in a broad sense but specify skills at the course level. B. Stefonik noted the use of "academic" literacy to capture basic skills needs, but the group agreed that was broad though academic literacy includes the skill of "knowing how to be a student" (Feig). E. Orrell commented that students in all disciplines are taking transfer-level courses but have basic skills needs and/or in basic skills courses. V. Villanueva explained curriculum in counseling 50 (what students need for college transfer) and counseling 1 (student skills/behavior). B. Lewis commented that basic skills as a college needs to focus on students who are underprepared; otherwise we funnel resources to students who don't need the resources. The committee needs

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<tr><td></td><td>to focus on students who really need the help. The name "College Skills" speaks to what we are seeking to accomplish. V. Fong noted the goals of the committee with respect to the basic skills initiative, and D. Gilani highlighted relevant text from the "poppy copy" with respect to use of BSI funds. S. Seyedin reasserted that it would be more ethical to call the committee "Basic Skills" if that is what we are doing. E. Orrell supported the term "College Skills" to position the population of students, who are "in college." P. Starer commented that the term "basic skills," though he himself is proud to teach basic skills, influences student and faculty perceptions. The goal when forming the committee was to reach beyond math and English/ESL faculty, as the student population exists in all areas of the campus. Basic skills courses can be perceived as support courses in the service of the "content" disciplines, but our goal is to have discussion about basic skills be one in which equal peers across disciplines discuss the needs of these students.

  o Tutorial centers: within the context of the above discussions, the historical focus of the tutorial centers was raised, with some disagreement with respect to whether the tutorial center has historically focused on serving basic skills needs/students or "B" students.</td></tr>
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CONCLUSIONS	Mission and charge revised and approved, with Feig and Seyedin dissenting – see attached Name of committee as "College Skills Committee" approved, with Seyedin dissenting and Gilani abstaining (administrators are non-voting members of committee)

ACTION ITEMS	PERSON RESPONSIBLE	DEADLINE
Post revised mission/charge to college skills website	D. Gilani	

10 MINUTES　　　　　**BUDGET UPDATE**　　　　　**D. GILANI**

DISCUSSION	State allocates BSI funds each year and FH has received funds for past three years. We have not spent all funds from year to year, so there is carry-over, with funds organized into three "pots" by year. We currently are spending down from the 07-08 funds, of which $45K remains; these are due to expire on June 30, 2010. The funds were categorized in the 07-08 action plan, so the funds must be spent within these categories.

CONCLUSIONS	The committee will call for proposals for funding of projects relating to basic skills. A process for funding proposal application and approval is necessary.

ACTION ITEMS	PERSON RESPONSIBLE	DEADLINE

15 MINUTES　　　　　**FUNDING REQUEST AND APPROVAL PROCESS**　　　　　**V. FONG**

DISCUSSION	The committee reviewed a proposal template (see attached). P. Starer suggested that we put a limit on the amount per request, as well as specify what the committee cannot/will not fund, for example reassigned time, snacks. The committee begin to discuss criteria for approving funds, but ran out of time.

CONCLUSIONS	Proposal template revised and approved. Funding limit set at $5K maximum.
	Discussion of approval criteria to be conducted via Etudes discussions. D. Gilani will send out communication regarding funding proposals and will collect submitted proposals.

ACTION ITEMS	PERSON RESPONSIBLE	DEADLINE
Post initial comments on criteria for funding approval on Etudes discussions.	All	Friday, 1/22, 11pm
Send proposal with communication to division deans	D. Gilani	asap

5 MINUTES **COMMUNICATION/COORDINATION PLAN**

DISCUSSION	Briefly discussed plan to communicate mission and activity of committee to the campus, including funding proposals. Ideas included: student council, division deans, division meetings, academic senate, classified senate, college skills webpage. B. Lewis noted that we communicate by our leadership and that we must communicate to engage campus in meaningful structural change. For internal committee communication/coordination, V. Fong reminded that the project site on Etudes is up and running, with discussion forums for the work groups and for the general committee business.
CONCLUSIONS	D. Gilani will serve as point of contact for campus communications, including funding proposals, updating website with meeting minutes, mission/charge, etc.

ACTION ITEMS	PERSON RESPONSIBLE	DEADLINE
Set up Etudes as necessary for notifications (prompts to visit the site when new posts are added). Contact V. Fong if necessary for tutorial on Etudes.	All	Ongoing

0 MINUTES **WORK GROUP UDDATES**

DISCUSSION	
CONCLUSIONS	Work group discussions/updates did not occur due to lack of time.

ACTION ITEMS	PERSON RESPONSIBLE	DEADLINE
See Etudes for work group discussion forums	All	ongoing

College Skills Steering Committee Mission and Charge

The College Skills steering committee on the Foothill campus serves the needs of underprepared students by coordinating the design, implementation, and ongoing enhancement of academic and support programs focused on the development of college-level foundational skills, including reading, writing, mathematics, English as a Second Language, and learning/information competency/study – skills applicable across disciplines. In doing so, we endeavor to focus necessary and purposeful activities in four areas of effective practice: organization/administration, program design, staff development, and instructional practice. As part of this mission, the committee is charged with the following:

- Develop action plan for submission to the system office on an annual basis, including annual objectives and budget based on the college's annual allocation
- Prioritize, coordinate, and implement action plan activities on a quarterly basis
- Communicate and coordinate the objectives of the committee with the larger campus community
- Write midterm report for submission to the system office
- Review and approve BSI funding proposals, focusing on how proposals directly support the development of basic skills, ESL, and related student programs, specifically:
    - Program and curriculum planning and development
    - Student assessment
    - Advisement and Counseling Services
    - Supplemental Instruction and Tutoring
    - Articulation
    - Instructional Materials and Equipment