

Basic Skills Committee Meeting Minutes

Tuesday, April. 27, 2021
Time – 3:00pm – 4:00pm
Zoom

Type of Meeting: *Regular*
Note Taker: Taylor Haynes
Attachments:

Committee Members:

Riley Dwyer, R&L Dean Heidi Williams, BSC Chair Morenike Adebayo-Ige Jane Bowers Tiffany Castillejo Svetlana Deplazes James Dorn Crystal Ellis	Vanessa, Escobar Diane Flores-Kagan Tino Garcia Michelle Hernandez Rashall Hightower-Stickel D. Scott Jenison Vejea Jennings	Tyrone Mettler Kathryn Mitchell Tamira Palmetto Wade Saari LaDonna Trimble Dr. Erin Vines Jill Zimmerman
---	--	--

Items	Presenter	Action
I. Greetings	<i>Dean Dwyer</i>	<p>Welcome!</p> <p>Talking Points:</p> <ul style="list-style-type: none"> • Today they will discuss some of the issues at hand concerning the Data Follow-up, Student Retention, and any other prevalent issues that need attention.
II. Data Follow Up	<i>Heidi Williams</i>	<p>Issue: Understanding the data that has been collected from Student Retention in relating to Math and English</p> <p>Talking Points: (all)</p> <ul style="list-style-type: none"> • The data has come about on the students that are failing Math and English classes most. The data has been broken up by Race/Ethnicity, gender, ect. • This data will be useful in implementing new ways to help those students that are failing Math and English classes. • Looking at different factors of this data can help guide us in a direction to creating programs to help those students that are failing. • Looked at the data of student success in MATH 115 <ul style="list-style-type: none"> o Looked at based on race/ethnicity o African American/Black get more Fs, Ws, Get less As and Bs and Equal or higher proportion of Cs. o Could this be a skills gap?

<p>III. Student Retention Ideas for Failing Math and English Students</p>	<p><i>Jane Bowers</i> <i>Heidi Williams</i></p>	<p>Issue: Discuss what can be done to assist students In regards to how are students coping with technology and/or any other barriers inhibiting or preventing their education, study sessions, and/or other learning opportunities?</p> <p>Talking Points: (all)</p> <ul style="list-style-type: none"> ● BS Committee Brainstorm on this link https://padlet.com/hwilliams251/Bookmarks You can add and edit any information you think we might need. <p>Issue: Change in curriculum to help students.</p> <ul style="list-style-type: none"> ● Response: Looking at the Data and asking students personally a lot of students have no support recommended. Provide a service that will allow students to get the support they need. Possibly get students to succeed the first time. For example, make calculus class more consistent with other calculus courses. However, this can be adversarial among professors. Ultimately Basic Skills Committee does not have control over curriculum development <p>Issue: What services can we create to give students support?</p> <ul style="list-style-type: none"> ● Response: Svetlana Deplazes: We can think electively what can be done. We heard a lot of instructors being incredibly flexible with due dates and assignments in their virtual world. This tremendously helps those students that need more time to do assignments. ● Response Heidi Williams: There is a lot of push back from certain groups. Some concerns from instructors is the changes that are made in courses is dumbing down the college experience. ● If we can present the data that will allow us to show that student experience will be better without negatively affecting the college course curriculum. ● Things to ask ourselves to create the best programs: Compare success rates? How do we meet the needs of students that walk through the door? Who are the students that are failing? Are they traditional students? People of color? <ol style="list-style-type: none"> 1. If we knew then it would help with what is the best thing to do. 2. Data that breaks down ethnicity, sex, first year 3. For example, in this data we see more failing African-American male students. ● Tamira: Having instructors that are flexible will reduce a lot of the issues that some students have in the case of mental disorders, anxiety, and deficit mindset.
<p>IV. Other</p>		<p>Issue: How does the Early Alert System work?</p> <ul style="list-style-type: none"> ● Response: It is something that has to be implemented by the instructor. They have to be aware of the student that is failing.

		<p>Then would allow a chain of command based on what the student struggles are.</p> <p>Issue: Why can't we bring back lower level maths and english (ex. MATH 20).</p> <ul style="list-style-type: none"> ● Response: Shouldn't be focused on gathering those who fail but helping before they can fail. The students that are placed in those courses need to have a different avenue available. ● Response: Dean Dwyer: Would like to have One unit course-Positive attendance "get ready for Math" similar to ESL courses. That is something that will need to have further discussion. We have massive support in LC Math workshops but are not put to use.
<p>II. Closing Statements</p>	<p><i>Heidi Williams</i></p> <p><i>Dean Dwyer</i></p>	<ul style="list-style-type: none"> ● Dean Dwyer: The more people we can get involved in the conversation the more help we can get for the students and instructors for better student success. ● The BSC will not meet again until fall. ● Heidi Williams will no longer be leading it. So there is an opportunity for someone in the committee to step up as the head chair. Heidi Williams will still be on committee. ● Please keep all these ideas going forward.