
1) Agenda approved
2) Minutes approved
3) Events Review:

3.1 Math Learning Communities – B. Martinez
   a. Freshman Success –
      ● Description - There are three learning communities, all coordinated with PD 40: Math 110, 115, 125. They run each fall. This program was modeled from Santa Ana College. That program had a bit more support. They had counselors who worked to call students to follow up with them in person.
      ● Results – Math 125s generally does better on MET exam, a common exam that all math students must take. For Pre-Algebra (Math 110) or Algebra 1 (Math 115), there is no conclusive evidence to determine whether or not it is working. There have only been 2 semesters of thus far. So far, they seem to do about as well as other students do.
   b. ASAP
      ● Description – This LC consists Algebra 1 and Algebra 2 blended together, paired with PD 40 and a Math study skills course.
      ● Results – This program creates total immersion and takes students’ minds off of everything else but math. Retention is higher than average. The first time, their MET scores were a bit lower then average. Every subsequent semester, the scores rise. Now, the MET scores are high above average.
   c. Mod Math
      ● Description – This is a Math delivery method in which one Algebra module builds on the next module. Instructors set up a topic and then the students work in small groups on that topic.
      ● Results - We don’t have much feedback yet. It was recommended that the courses utilize study groups
   d. Math Jam
      ● Description – O. LaPoint described the two-day workshop in detail, utilizing a method outlined on the following www.acemath123.com
      ● The scores are not back yet, but will be calculated at the end of the semester. Initial feedback through surveys has been very positive.

3.2 Kurweil: Smarttxt! Workshop – L. Snow
   a. On September 11, 2009, Pierce hosted a Kurzweil: Smarttxt Training Workshop. The chapters were digitized in advance, so Pierce faculty were able to create digitized chapters with their own textbooks during the training.
   b. The program is very user friendly. With this program, faculty can “bring the text alive” through highlighting text passages, embedding voice messages in the text, so students can look up words and have the text read to them
c. This ties in with Reading Apprenticeship, where students learn and strengthen reading techniques. With Kurweil, you can embed the RA strategies digitally in the text.

3.3 Basic Skills Initiative: Coordinator’s Workshop – C. Kiekel

a) This event emphasized the need for data-driven, evidence-based initiatives. Now that money is getting tighter, it will be up to the colleges to ensure that the funds are used in a sustainable, scalable, measureable way.

4) Basic Skills Handbook Review – Chapter Two – K. Boddicker

a. The chapter focuses on the institution as under prepared – not the students. It encourages institutions to focus on adapting students learning needs.
b. There is an emphasis on the organizational learning, which happens at an institutional level – Experts as learners, not experts.
c. A culture of evidence should drive data-driven decision-making – It’s like solving “a good mystery.”
d. The Basic Skills numbers get information from AARC data. It looks at completion rate and course improvement rate.

5) Upcoming Events:

5.1 Los Angeles Basic Skills Initiative Regional Meeting
Date: October 29-30, 2009
Location: Marriott Burbank Airport Hotel and Convention Center
Attending: C. Kiekel (BSI), T. Robbins (Psychology), R. Skidmore (CTE)

5.2 Program Assessment 101
Date: Friday, October 16, 2009
Location: Pierce College Great Hall
Attending: K. Thorne, C. Kiekel

5.3 Senate Summit
Date: Friday, October 2, 2009
Location: Valley College

a. There will be a panel on which P. Braxton, M. De la Garza, C. Kiekel, J. McCaslin, I. Goodman, and K. Boddicker (hopefully) will be presenting. The committee was asked what topics they would like to see covered. The topic is how Pierce is sustaining services and student success through times of economic downturn.

- The key is to institutionalize student success efforts through sustaining programs, streamlining the students’ progress through their courses, seeing the budget cuts as an opportunity to spend more efficiently.
- We utilize courses that generate FTES, like existing math, English, and PD 40 courses, to sustain a basic skills effort.
- We are working on collecting data that prove that success rates increase college capacity when you have the support network to assist students.
- We can make changes at the classroom level, like increasing the teaching of metacognitive skills, reading strategies and student responsibility, so that students can increase their success level without taking additional classes.
- New faculty are encouraged to take ownership of student success
6) Funding Proposals: Approval Pending
   6.1 Library Funding Proposal – P. Paggi
       a. Since this is a request for additional funds for an existing program, P. Paggi and F. Robin were asked to create a report on what has already been done, to fill out the form for continuing funds, and present next month.

7) Other Business
   7.1 Budget Analysis – C. Kiekel – As we move forward, we will need to focus our spending on sustainable, scalable, and measurable projects.
   7.2 Funding/Progress Rubric – C. Kiekel asked if volunteers would work on the funding rubric to create some criteria for developing and funding projects. L. Snow, B. Smith, P. Paggi and P. Braxton volunteered to help.
   7.3 Basic Skills Action Plan: Due October 15, 2009 – C. Kiekel will prepare the report utilizing the goals, objectives, and action plan developed earlier this year.
   7.4 Basic Skills 30 Unit Limit – P. Braxton - Students can only take 30 units of courses that are coded as “basic skills.” We have several questions regarding how this affects our students:
       a. Do ESL courses count?
       b. How are our courses coded?
       c. If we recode courses to make them non-basic skills, will we lose basic skills funding?
       d. How do counselors advise students to take courses efficiently?
       e. What are these case-by-case bases? Maybe we won’t collect apportionments?
       f. We may be able to utilize noncredit programs as a way of getting around this?

8) Next Meeting: Tuesday, October 20th