

**Student Success Committee Meeting Minutes**  
**January 26, 2016 1:00 p.m.**  
**D-32**

DR. SUBRAMANIAM: The Student Success committee meeting is called to order. Take a look at the agenda. The first item is moving basic skills courses to non-credit and if you look at the pink handout this is the movement now because at one time non-credit was funded by only 1/3 of the regular FTS - 1/3! That's the latest I gathered from the conference. So currently, non-credit is equal funding so as you know many of our students are always testing into the lowest level of basic skills classes - lowest Math and lowest English classes and by the time they go through the sequence of all these basic skills and developmental classes they've used up their 30 units for financial aid. Most schools have decided to do to look at some of the basic skills courses with 3 to 6 sequence levels before transfer and what they're doing is, they either combine courses to accelerate them or they convert the basic skills courses into non-credit courses. There are some issues that have arisen in other colleges that have done this is that basic skills instructors and credit instructors are paid differently. Not like us. We have a standard flat rate, but some of the other larger schools like Santa Ana College, which has a large FTS from basic skills and Mt. SAC, North Orange Coast College, and San Diego - they have two different scales because to teach a basic skills class or non-credit class you only need a bachelors, so the pay is different. With all of these issues, Cuesta College has addressed some that they have experienced. If you turn over to the back of that page where it says 'moving basic skills' you can see the different minimum qualifications issue. They went ahead and changed all masters equivalent credit MQ's for all future hires for both credit and non-credit ESL courses. They had to go to the union and make up a different scale for non-credit and credit courses and minimum qualifications. They also had curriculum changes. They changed the curriculum because course outlines had to be changed from credit to non-credit. They also had to deal with the MOU's with a union, the difficulties with the pay with non-credit and credit full timers versus part timers. So far however Cuesta eliminated ESL 1, 2, 15 A, B & C. Those with the lowest level of the basic skills and they eliminated them. They also revised the non-credit curriculum for some of these courses as well as the English and ESL classes that were parallel. They made them non-credit. For example English C is the only class taught on this campus, it is not taught on the main campus. We can change that to non-credit as well as English 80 and on credit. The best part about this is the repeatability issue does not come into play, so you notice that some of our English C and English 80 students have a placement test score of reading levels of 4th grade but their college level, so one semester alone is not sufficient for them. The repeatability is going to be helping them, it's not going to cut into their financial aid and it's giving them more time and more tasks. Then they can retest and maybe skip English B or English 82. So here are some of the things that they have done and there are other colleges that have gone to converting credit ESL, credit Math and credit English into non-credit classes. If you look at the bottom, College of the Canyons has done it for Math; Antelope Valley and North Orange County have also converted to non-credit. The reason why I brought this to our meeting is because Dr. Murray is involved with AB104 and will talk about this briefly.

DR. MURRAY: AB 86 was the planning phase and AB104 is the implementation phase, where they actually got the block for it, so what happens is they got \$500 million for all the adult schools and \$350 million went to MOE, what they call maintenance of effort to keep them whole. The rest of the money went to the consortium. We as a consortium, the tri cities, got \$1.5 million and some change. That was divvied up and \$300K went to Compton, \$300K to Lynnwood and we have to put a plan together. Now some of you may recall when I initially talked about non-credit at the Academic Senate the real issue was that they were going from 1/3 to full credit. If you put non-credit together it doesn't impact anyone's

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financial aid. If you do fund non-credit, it's got to lead to something. You can't just present something to the chancellor's office without it leading to anything. It needs to lead to something like a certificate of completion. Our apart, and this is what I would hope ECC would allow for us, because it takes the faculty to drive and write the curriculum which is already done because LACC has it and so do others so all we have to do is go get it and adopt it, but ECC doesn't think they need to have it even though they already have done the math.

DR. SUBRAMANIAM: Math Academy is now a non-credit course.

DR. MURRAY: This is going to kick in in the fall and what we want to do are a couple of things for the Adult School. We want to take the non-credit ESL and Math, put it with the adult and tie it into welding class for 3 weeks, 3 weeks and 6 weeks. This is what we want to pilot and see if it works. Another thing we want to do is an Orientation/Career Center. We want on each of the campuses an outreach person and a counselor; we're going to be using career cruising; we want tutors there and we want to have someone to do assessments. We want to have one in Lynwood, Paramount and Compton and we want to have them four to five hours every day, every week and that is what we will attempt to help have them be English prepared and Math prepared when they reassess. Another thing is we want to help them prepare for college, so we are proposing to have an academic strategy outreach program to include classes in Human Development and Academic Strategies; classes to help them reassess and get them pre prepared to enter into college. Finally, we want to hire someone, we hope a faculty member, to write the curriculum for ESL for non-credit, although it's already there. We don't have to reinvent anything; we can use what is already there. We need FTS we got the same FTS and you get paid. Now, if you look at the minimum qualifications, before you get to Masters is the information on Bachelors. This is something I didn't notice before but all the bachelor stuff got that list at first but my mind is telling me something because of the unification of adult schools that the adult school should really be with community colleges instead of high schools because they are adults. That makes sense. They're scared to death because they think that's going to impact their livelihood. It's already in place in Glendale and everywhere else so we're getting on board as well and we're going to be asking for ideas to run by Keith for his okay.

DR. SUBRAMANIAM: I think the only apprehension Rodney had earlier when I showed him the curriculum for ESL non-credit was are we going to displace the adult education curriculum and I said no because we need to show them that that is a transition from Adult Ed into non-credit, especially for undocumented students; the documented students who are in the Adult Ed can then transition into credit by also taking our non-credit college ESL classes but they don't have to take the regular English classes because the credit ESL works alongside with our English developmental classes. So if we can show that picture I think will be successful.

DR. MURRAY: Our non-credit ESL rigor is greater than the Adult School, so therefore they're not going to feel displaced so it will have to do is connect with them so they don't feel like we're ganging up on him or stepping on their toes but the whole deal with AB86 is to transition the families into good paying jobs and to service these gaps. The other thing we're planning is we need to have CNA and LVN El Camino doesn't want that but that's a natural career path. Lynnwood has an LVN and CNA program and if that program is accredited, and I know it is, we should take it to Wanda and her team and ask them

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to tweak it and run it by for approval to add that path way here. It's only natural to have this sequence available so some people can continue forward on that path.

DR. SUBRAMANIAM: I think what's going to be an issue with the battle in converting credit to non-credit issue, and I don't know if the Math faculty at El Camino are involved in this discussion, but what is there stand on this and I think the issue will be the pay issue.

DR. MURRAY: We really need Keith to champion this because even if they do not want to do the non-credit courses, we do! We need it! We needed it to increase our numbers and so forth. So we are asking you to step aside and allow us to move forward with it.

DR. SUBRAMANIAM: We offer more Math 12 classes here than they do.

DR. MURRAY: We have precedence for paying people who just have an AA and a BA because of our welders and other trade people who get paid on a scale. We are surrounded by Cypress, Cerritos, Long Beach, Harbor, El Camino and South West. We need to get going on this and if we have it, we'll be the only ones that have it and have it in a big way.

DR. SUBRAMANIAM: This is just my personal opinion, but if we create a new math course that's non-credit might not entice students who want to go to college but if you take Math 12, which is already in the curriculum, and make it non-credit I think it holds more weight. For example, the Math Academy is like a quick review and they re-take the placement test so they can move up. The non-credit Math 12 should also be developed into modules for different areas to be addressed and they can test out into the next level, which is an open entry exit.

DR. MURRAY: And we want to do the same with English 80 and English 84 so we can put our students in there but they're not burning through all their financial aid and at the same time make sure we have our tutors there supplemental instruction coaches making sure they get their skills together. It's the same structure as the Math Academy.

DR. SUBRAMANIAM: We had a meeting with Tom Lew, the Humanities Dean at El Camino, and he's very seriously considering offering a non-credit ESL over on that campus. While we're on that discussion - cosmetology would be great as non-credit because Cypress College has a mortuary science program which is not credit. The students who come in will complete the certification because they can see the possibility for pay at the end of the program. Jessica Sanchez who is our research analysts actually completed that program at Cypress and she said it was a great program. Mortuaries make a lot of money. Another one we were discussing was vocational ESL.

DR. MURRAY: We would want to do that with our welding program because Pam speaks Spanish; she doesn't write it well but she can speak it. That is powerful tool in our vessel program.

DR. SUBRAMANIAM: Just looking at our business classes, the keyboarding classes, they're not making, but if we tied it in with the ESL, that would be amazing. And then have a completion certificate at the end. They have Basic Skills Funding which is better than the regular FTS. So on that note I want you to go to the next item. Remember when I tried to integrate all of the different plans I had using

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enrollment management as the basis and Dr. Murray gave me his AB104 information. It looks like we're repeating some of the same activities throughout. Dr. Curry had mentioned to me a year ago that we should maximize all the funding. What I need of you is to go through these different categories, add more activities that you may be already doing but included here so that we can update this plan. Include all of the different ideas that Rodney had just mentioned and that others have brought back from conferences and let's start putting in time lines after that. Some have already been started but we need to have a time line. The other thing is that every time we do an activity, we don't have any kind of evaluation to be included to see if it's been successful. So there are two things we need to do; make sure the activities that may not be here get included as well as give timelines for those activities. If they've already started, we need to know when is it ending and then come up with an evaluation that way we can figure out if what we're doing currently needs to be improved on or if it's working well. Those are the three things needed; update the plan, give timelines and come up with an evaluation. You may already have one but if you don't, I think the next meeting we have we need to have a discussion on that.

DR. MURRAY: Have we looked at other people's plans?

DR. SUBRAMANIAM: That's all I do. As soon as we come up with something I look elsewhere and then come back. I don't know if I mentioned that Dr. Curry has given us \$15,000 to develop a plan to make this connection not only with Adult Ed but also with the high schools. Last year we came up with a plan through Student Services, an ESL plan to go into the high schools and promote the credit courses. We're going to re-develop and hopefully that \$15,000 will help us make that connection and I'll come back and give you an update. In March Nelly is going to be promoting that plan to Lynnwood High school as a pilot to begin with one school and then expand in the future. So tasks for this month before our next meeting are to go through each of your individual areas and come up with activities that may not be included here. I put in as much as I could recall based on what was submitted to me but I think that things have evolved in there are more things happening. The time line should be included and an evaluation; if you already have one, wonderful. Remember that we are going to have to do TracDat for these. These are considered programs - as soon as they are funded by the state they become a program and we need to show our reporting mechanism is in place. Okay anything else that I may have missed that we should discuss? My apologies, we thought of printing out the minutes from the last meeting and I forgot all about it. I'll email it to you that way you will have that. Is there anything else, any ideas or challenges? Albert, do you want to make an announcement about what's happening next week.

ALBERT JIMENEZ: There's a basic skills workshop being held February 15th in Costa Mesa, so if anyone's interested, it is for applications for grants, a workshop on how to write the grant to get more money. We will forward the email to those interested next week. Next week we have two day training on implementation by using diversity and equity. It's an interesting workshop because it gives the strategies on how to measure and also to talk about equity deficit and equity mindedness because we think we're all equity minded but in reality if you look at some of our syllabi and the way we address our students and the language we use does not denote that, so this is going to be a great conference for us to develop diversity. Next week's grant proposal writing on the 15th would be very useful for this committee, especially if you're a director or an administrator.

Meeting adjourned at 1:36

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