

From: Joshua Scott
Sent: Wednesday, May 24, 2017 12:06 PM
Subject: End of year Basic Skills report and a proposal

Hello all,

I have attached draft minutes from our May 12th meeting (to be approved when we gather in August) as well as documents referenced in that meeting (Dean Hunt's report on the ASTC and the Safety Net Committee proposal from 2015).

I also want to take this opportunity to build some on our last conversation: how to structure our committee in order to be most successful. I also want to review our previous year and what we've accomplished.

Structure of the Committee: A Proposal

Over the past several months, I have had multiple conversations with Dean Hunt and Senate President Wyly (among others) regarding the most effective structure for our committee, and in all cases I have received excellent feedback and advice. We have also discussed this at some length in our BSI meetings, most extensively during our meeting on May 12th (draft notes and related documents attached), where we discussed the strengths and weaknesses of our committee's current structure as well as the "Safety Net Committee" proposal we developed in 2015 (attached). Please review Melissa's notes (specifically pages 3-4) for a more detailed description of the conversation, but after that conversation and other conversations of which I have been a part, here is what I propose:

Merge our committee with the new Student Equity and Success Council (SESC) which has been proposed and supported by the Academic Senate and SCC administration. The SESC would include membership from faculty (appointed by Senate) an administrator (currently Dean Hunt) and CESEA/staff. One of the big "aha" moments during the implementation of the Transformation Grant over the past year was the extent to which the wellbeing of our students depends on "the village"—we need to tear down the silos and work together (faculty, staff, administrators) to create equity, increase access and inclusion, and do everything we can to support student success. This new committee/council conforms to the chancellor's office vision as well, as we have been tasked with integrating plans and "braiding" funding streams; clearly, in this new world, a stand-alone Basic Skills (BSI) Committee no longer seems the best path. One frustration voiced in our last meeting was that good ideas are discussed in Basic Skills, but action and follow-through remain elusive. This new committee's structure would minimize that risk—since representatives from SSSP, Equity, Transformation, and BSI would be members of our new committee, the integrated plan would be informed by the committee, and the larger SCC community could participate on this committee to ensure their voice and perspective are heard. Dean Hunt proposes a structure where the large council meets once or twice a month (where everyone interested in this work would attend), but then on the alternating Fridays various task forces and subcommittees would work to institute the plans and processes which come out of the larger meetings. This would give us real opportunity to create the follow-through we have been seeking. Finally, the SESC should have representation on Shared Governance Council—this could either be the faculty coordinator/chair or another faculty member appointed by the Senate.

This committee would be co-chaired, with a faculty chair/coordinator and an administrator. My term ends in May 2018, so one proposal would be that the basic skills coordinator would be faculty chair and Dean Hunt would be the administrative chair. In this scenario I could co-chair during the creation of the committee (its first year), but then we could hire a faculty coordinator/chair to begin in Fall 2018 (a position for which any faculty member could apply). The Senate would appoint faculty representatives and we would identify a process for staff to be appointed to the committee as well (representation from Assessment, Institutional Research, OAR, etc. seem crucial).

This new committee's structure would need to be approved by the Faculty Senate and the Board, a process that we hope to be concluded by January. And of course, this is just a proposal; we can discuss this more in the fall, and I plan to bring this proposal to the Academic Senate for their feedback and advice.

Summary of Basic Skills Committee Accomplishments in 2016-2017:

- We instituted thematic meetings, where each session (with the exception of our first meeting and last meeting of the year) was devoted to a specific issue of concern to the committee:
 - Planning session: half day FLEX retreat for counseling/DSP/math/English faculty—9/2/16
 - How to support EOPS/CARE students—9/23/16
 - Integration of ASTC/MAC/English labs, part I—10/14/16
 - Needed support for DSP students—10/28/16
 - Integration of BSI/Transformation Grant/SSSP/Equity plans—11/4/16
 - Pathways programs discussion, part I—12/9/16
 - Pathways programs discussion, part 2—1/20/17
 - Planning session for half day FLEX retreat: cultivating compassion—2/10/17
 - High School outreach—2/24/17
 - Multiple Measures—3/24/17
 - ASTC integration discussion, part 2—4/7/17
 - Support for CTE students—4/28/17
- We also led two mid-semester FLEX half-day retreats:
 - A half-day retreat for faculty and staff from counseling, assessment, English, math, & ESL to share perspectives, build relationships, and discuss how best to serve our students—10/11/16
 - A half-day retreat focusing on how to engage our students with compassion, especially in a reality where we often feel limitations of time and resource—3/14/17
- We also made real strides in reform and improvement to our basic skills course sequence and placement process. Both Tracy Schneider (English Basic Skills Coordinator) and Barbara Villatoro (Math Basic Skills Coordinator) will send separate reports soon, but here are some of the big moves we've made this year:
 - In English we have implemented the multiple measures placement process and scaled up our co-req model (English 310D), which has meant that over 80% of our incoming students are now placed directly into transfer-level English (either English 1 or English 1 with 310D). Prior to Fall 2016, less than 20% of our incoming students had immediate access to English 1. Despite this dramatic quadrupling of access, **our pass rates have remained steady**, (66% pass rate in Spring '16, 68% in Fall '16, and 65% for 310D in both Spring '16 and Fall '16).

- In English, with funding from the Transformation Grant, we have placed Teaching Apprentices in all sections of English 360 and 1/310D, with Jose Cortes at the helm of this endeavor.
- In Math, with funding from the Transformation (BSSOT) Grant, and input from the BSI Committee, math faculty, and in conjunction with Research and Planning, Corrine Kirkbride lead the effort to establish multiple measures placement processes. Decision rules, based off data from the RP Group (www.rpgroup.org), were created to help place incoming students into the appropriate math course using last HS math course passed as well as cumulative unweighted HS GPA.
- With funding from Transformation Grant, Pei-Lin Van't Hul, Seweryn Makosa, Peter Cammish, and Claudia Tenty worked diligently to automate the MM placement and notification process so that students' self-reported high school information can now interface with Banner, allowing qualified students to enroll in the most appropriate math and English course.
- We have also made changes to our committee's composition, most notably in the appointment of Dwayne Hunt, VP of Students Services, as a voting member. We hope to continue and deepen this collaboration in the Fall.

Finally, I want to thank the many members of the SCC community who have participated in our Basic Skills Committee meetings and activities this semester. As I've said before, I am inspired by the passion, creativity, grit, and drive so many of you have displayed. I see us coming together to empower and support our students, and I am proud to be part of this team.