

## Evidence Standard IIA7 Submission Form: Basic Skills Retreat 111616

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|-----------------------|---|
| SUBMITTED BY:         | Saki Cabrera  |
| DATE OF SUBMISSION:   | 11-16-16  |
| STANDARD II:          | A7  |
| EVIDENCE TIME PERIOD: | 10-11-16  |
| EVIDENCE SOURCE:      | Joshua Scott  |
| NOTES:                | They have sign in sheets upon request.<br>This information can be used in IIA2, 4 and perhaps other sections of the report. . |

### Evidence:

The Basic Skills Committee is held a half-day retreat at the Faculty Lounge (by tennis courts) on October 11, 2016 during FLEX day for faculty and staff from counseling, assessment, English, math, & ESL to share perspectives, build relationships, and discuss how best to serve our students. They met from 10-2, and lunch was provided. This retreat is an attempt to combat the “silo effect,” to improve conversations and collaborations surrounding counseling, assessment, and support for our basic skills students. Everyone needs to work together to assess and place students accurately and to maximize their chances of success while working into and through transfer-level math and English courses. Information related to multiple measures assessment and our new courses in math, English, and ESL were shared, but a lot of the time was spent talking about students: what contributes to their success? What obstacles and fears do they experience? And how can we work together to support them?

Everyone is busy serving students day in and day out, but the hope is that this will be a chance to step back and have these essential conversations.

Day Activities with What’s New Information for Math and English departments are provided below; PDFs are available.

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| <b>Time</b>    | <b>Activity</b>  | <b>Responsible</b>     |
|----------------|--|------------------------|
| 10:00-10:10am  | Welcome and get everyone settled   |                        |
| 10:10-10:40am  | Ice Breaker  | <b>Josh</b>            |
| 10:40-12:15pm  | “What is currently preventing student success at Solano?” <ul style="list-style-type: none"><li>• Discussion in groups</li><li>• Create posters</li><li>• Gallery walk</li></ul> | <b>Corrine/Barbara</b> |
| 12:15pm-1:10pm | Lunch and discussion regarding the most important ideas/thoughts from the poster session   | <b>George</b>          |
| 1:10pm-1:25pm  | Show video on student experiences in enrollment and registration.  | <b>Corrine</b>         |
| 1:25pm-1:50pm  | Counseling - Shares what they are doing for their students on probation and the new case management system.  | <b>Rebecca/Jeff</b>    |
| 1:50pm-2:00pm  | Wrap-up. Whiplash question “What resonated the most with you today?”   | <b>Josh</b>            |

## What's New...

### **In the Math Department:**

- New Course: Math 305 – Prepare for Math Success ○Two sections of this half-unit class will be run in November. Goal is to try and remediate math (and math-study) skills for students hoping to be successful in a math course Spring 2017
- Counselors have received a document regarding math placement using multiple measures. Counseling will be meeting soon with math faculty to receive training on how to best utilize it.
- Research into the new K-12 Common Core math curriculum is taking place to see if changes need to be made to Solano math courses and their prerequisites.

### **In the ASTC:**

- The main campus location is located inside the library in the **100 building and is open M-Th 9am to 5pm and Friday 9am to 2pm.**
- The main campus ASTC offers free drop in tutoring available for Accounting, American Sign Language, Anatomy, Astronomy, Biology, Business, Chemistry, Child Development, CIS, Communications, Economics, English, ESL, French, History, Math, Physics, Physiology, Political Science, Psychology, and WXMaxima (please come by the ASTC to see available days/times per subject)
- The main campus ASTC has 36 brand new computers that have the following software programs loaded on them for student use: (Math) Graph, Maple 17, Minitab 15, wxMaxima, and XMaxima (Science) ArcGIS, College Chemistry Tutor 3.1, College Chemistry Tutor, Logger Pro 3.8.5.1, Periodic Table, RasWin
- The ASTC has white boards, calculators, anatomy bones and models, and other instructional materials for students to use.
- Students can check out their textbook from the Library Reserve and use it in the ASTC.

## What's New with English Course Options

### BASIC-SKILLS-LEVEL COURSES

#### English 310A

Any student is eligible unless he/she has previously passed the course.

**310A: Introductory Reading and Writing Lab (1.5 units).** Intensive instruction in developmental language processing skills, reading and writing skills, and general college survival skills. Class meetings will consist of workshop, seminar, and one-on-one lessons. This is a pass/no pass course, and students' final portfolio will determine placement in 360, English 1/310D or English 1.

This course is best suited for students who, by assessment of counselors or English faculty, have the following characteristics:

- Have no time for the demands of a 360 course (see below)
- Are in need of 1:1 support
- Lack the ability to meet 360 exit goals
- Require help learning basic "student" skills to be successful

Based on portfolio assessment, the student's reading and writing may be at the Beginning to High Developmental Levels.

#### English 360

Any student is eligible unless he/she has previously passed the course, but it is *recommended* for students with Accuplacer scores of 69 or lower.

**360 Accelerated English (5 units).** This is an intensive, accelerated English course which gives students the tools to read and write the sort of sophisticated texts required of them in transfer level courses. There is no lab component to this course. This is a pass/no pass course. Upon successful completion, students are eligible for English 1.

This course is best suited for students who can commit to 5hrs class time and 10hrs of homework time per week and have the following characteristics:

- Willingness to attempt challenging reading and writing tasks
- Familiarity with the writing process
- Ability to learn from setbacks
- Willingness to seek help and support as needed

Based on portfolio assessment, the student's reading and writing may be at the Beginning to High Developmental Levels.

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### TRANSFER-LEVEL COURSES

#### English 001 + 310D

Accuplacer 70-89

OR

High School GPA of 2.3

OR

"C" in Junior or Senior

English

***Students will be enrolled in both English 001 and English 310D plus corequisite LR10 (total 6 units). 310D: College Composition Lab (1.5 units).*** Intensive instruction in advanced reading and writing skills for students who are currently taking English 1. This lab is designed to help English 1 students further hone their craft as writers and readers. Success in this lab will be based on attendance and satisfactory completion of in- class reading and writing assignments. This is a pass/no pass course.

Former 310A or 360 students are eligible for English 1/310D if they have passed the class and been assessed to be ready for English 1 with the additional support of 310D. This course is best suited for students who can commit to the requirements of English 1 (see below) plus 3 hrs. of lab time per week with the English 1 instructor. Based on portfolio assessment, the student's reading and writing should be at the High Developmental to Beginning College Levels.

#### English 001 (4 units, plus corequisite 1 unit LR10)

- Accuplacer 90+ OR High School GPA 2.7 OR "B" in Junior/ Senior English class OR "C+" in an AP English class.
- Former 310A, 360, or 370 students are eligible for English 1 if they have passed the class and been assessed to be ready for English 1.