



Solano Community College

Academic Senate

BASIC SKILLS COMMITTEE

Notes

Friday 1/20/17, 12:00-1:30pm, Room 135

Voting Members: Josh Scott (Basic Skills Coordinator), Tracy Schneider (English Basic Skills Coordinator), Barbara Villatoro (Math Basic Skills Coordinator), Candace Roe (DSP/Counseling), Jose Cortes (ESL), Shawn Carney (ASTC), and VP Brown (Administration).

Advisory Members/Guests: Marie Mayne, Melissa Reeve, Corrine Kirkbride, Cynthia Simon, Genele Rhoads, Isabel Anderson, Karen McCord, Jeff Young, Michael Wyly, Neil Glines, Nicholas Cittadino, Sarah McKinnon, Shirley Lewis, Terri Pearson, George Olgin, Claudia Tenty, Jocelyn Mouton, Salvatore Abbate, Pei-Lin Van't Hul, Rischa Slade, Dawn Carpenter, Curt Johnston, Carlene Coury, Gale Anderson, Renee Nichole Hamlin, Robert Payawal, and Dwayne Hunt.

1. **Call to order** – Joshua Scott, Chair.
2. **Comments from the Public**
3. **First Annual CAP Conference in Sacramento on March 9-11.** We have funding to send math and English faculty to this CAP conference as a professional development opportunity. If you or a colleague are interested, let me know.
4. **Finalize Spring Schedule.** With a few exceptions (for holidays and a CAP conference), we will meet on the 2nd and 4th Friday of the month.

Here is the Spring schedule:

- a. 2/10, 1) opportunities for those willing/open to change and 2) how to engage faculty who may be resistant to/unaware of the need to change—Distance Ed. Coordinator? FLEX coordinator, Erica Beam.
- b. 2/24 high school outreach
- c. 3/3, CTE
- d. 3/24, ASTC
- e. 4/7, Senate Resolution re: acceleration/MM.
- f. 4/28, Pathways, implementation/other cohort support.
- g. 5/12: Pull it all together—what have we accomplished, what do we need to do.
- h. We will also discuss when topics should be scheduled for each meeting: two types of professional development: 1) opportunities for those willing/open to change and 2) how to engage faculty who may be resistant to/unaware of the need to change. ASTC as solution/centralized space for pro dev?

5. **Continue Discussion of a Possible Pathways Program.** Over the course of the fall semester, we have explored various topics/issues, including support new students attempting to enroll at SCC, support for DSP students, support for our most financially vulnerable students, including EOPS students, and ways to integrate our plans to support our students, to create a comprehensive “safety net” that is not dependent on a specific funding stream. One way to address many of these concerns is a Pathways and Summer Bridge program, a way to create “aspirational” learning communities where students are placed in cohorts based on career/transfer goals, and where our school then provides an integrated support model. We began the discussion during our last meeting (December 9th—see attached notes), but we will continue the discussion Friday:

- a. Report on Pathways Grant process (Maire Morinec, Michael Wyly)
 - i. Focus on program/ADT/etc outcomes, the goals, and then design course sequences to move them to that goal.
 - ii. Stabilize schedule design—know how many students are coming into each course.
 - iii. We have already started this: Law pathway, LaNae’s sabbatical project, redesign to Math/Engl remediation.
 - iv. Connect to high schools, connect to ADT/transfer/certificates.
 - v. Connect to high school freshmen, focus on pathway all the way to grad school, perhaps
- b. Feedback from committee on grant proposal (all)
 - i. Questions for committee:
 1. Who should be on the steering committee?
 2. What would be some specific pathways we should offer?
 3. What types of boot camps are needed? What types of student support are needed?
 4. What can we do as a college to create successful pathways?
 5. What are we already doing? What pathways have already been established?
 6. What obstacles are in place as we consider this grant/Pathways, and can the institution do to alleviate these concerns?
 - a. Keep promises, follow up, do a few things well.
 - b. Work with high schools to align curriculum. Pay attention to affect.
 - c. Pay attention to multiple end goals, be sure students can change pathways, etc.
 - d. Focus on next step end goal is a point after us.
 - e. Work on messaging to students.
 - f. Build career counseling/support into and through the Pathway.
 - g. Focus on goal, but also keep inquiry as central to the process.
- c. Next steps (all):
 - i. Identify steering committee:
 1. Basic Skills Committee Representative
 2. English Representative
 3. Math Representative
 4. CTE
 5. Counseling

6. Dwayne
7. Outreach
8. Senate President or designee
9. A coach/ASTC
10. Umoja/Puente Representative
11. A liaison to various schools

6. **Adjourn.**