



Solano Community College

Academic Senate

BASIC SKILLS COMMITTEE

**Notes**

Friday 9/2/16, 12:00-1:30pm, Room 135

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

Advisory Members/Guests: Marie Mayne, Melissa Reeve, Barbara Villatoro, 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, and Robert Payawal,

1. **Call to order** – Joshua Scott, Chair
2. **Comments from the Public**
  - a. Corrine Kirkbride introduced Math MM placement draft.
  - b. George Olgin shared need for computer literacy (Canvas, MySolano, Word, email attachments, etc), especially for basic skills students.
3. **Finalization of Fall '16 schedule.** Last week we brainstormed topics for each basic skills meeting this year. Here is the Fall '16 schedule based on meeting dates and priorities.
  - a. 8/26: Plan Semester.
  - b. 9/2: Plan Basic Skills FLEX retreat for counseling/assessment.
  - c. 9/23: EOPS/CARE—How do we care for our students who are financially or educationally disadvantaged. Help students who are materially unprepared, technologically unprepared, don't have the knowledge or resources expected on day 1. Eliminate frustrations related to enrollment. (We may have to hold some of this agenda for a future meeting)—Cynthia Simon and George Olgin will help coordinate/plan this meeting.
  - d. 10/14: ASTC. Expand and integrate services. Centralize/coordinate resources to maximize the level of support; institutionalize programs that work.
  - e. 10/28: Improve relationships with high schools—counselors.
  - f. 11/4: Focus on Equity and Completion—co-align SSSP, Equity, BSI, Transformation Grant—Corrine Kirkbride.
  - g. 11/18, DSP students. Support for transfer but also provide training to be successful in life and the workforce.

- h. 12/9: Pathways—look at Pasadena model—Robert, George.
  - i. Hold for spring semester: Support for Centers, decrease frustrations related to registration, support for CTE students.
4. **Brown Act.** Senate president Michael Wyly will present relevant details of the Brown Act.
- a. See PowerPoint .
  - b. Do we want to change our name? “Basic Skills and Learning Communities.” Subcommittee” is our current title, but we can revisit this when I update the committee on the state/future of statewide BSI during our 9/23 meeting.
1. **Plan for Half Day Counseling/Assessment/Basic Skills Retreat.** Last year we committed to holding a half-day retreat during the October 11<sup>th</sup> optional FLEX day. This will be a chance for us to make priorities for that retreat. What questions need to be answered? What information and perspectives need to be shared? Who should attend/present? This is our first concrete attempt of the year to combat the “silo effect,” to improve conversations and collaborations surrounding counseling, assessment, and support for our basic skills students. We need diverse voices and perspectives in this planning meeting, so please come if you can. And if you believe someone should attend, please forward this agenda to them.
- a. **Goals:**
    - i. Empower counselors to guide students into the new course offerings.
    - ii. Disseminate info to adjunct counselors.
    - iii. How to consistently train counselors with new updates in English/math/ESL.
    - iv. Film some presentations.
    - v. Talk about MM in depth. What factors matter? What questions should we ask?
    - vi. Explore Student Affect.
    - vii. How to stay on the same page, to stay in communication.
  - b. What information and perspectives need to be shared?
    - i. More information from math about MM and math 112.
    - ii. Look at examples/case studies.
    - iii. Student perspective—math anxiety.
    - iv. CCC Apply.
    - v. Common assessment.
    - vi. English and math faculty share rationales for changes.
    - vii. Have faculty members share what they do in various English/math classes.
      - 1. English 310A
      - 2. English 360
      - 3. English 1/310D
      - 4. Math 112
      - 5. Math 305
      - 6. Math 12
      - 7. Share challenges. Brainstorm solutions.
  - c. Who will/should attend/present?
    - i. Buy lunch
    - ii. Rachel Smith –tech/platforms
    - iii. Student perspective

- iv. Math, English, Counseling perspectives.
- v. WE will reach out to our departments to identify interest.
  - 1. Counseling: Jeff
  - 2. ESL: Jose
  - 3. Math Barbara

**2. Adjourn.**