



Solano Community College

Academic Senate

BASIC SKILLS COMMITTEE

Meeting Notes

Friday 3/24/17, 12:00-1:30pm, Room 135

Present

Voting Members: Josh Scott (Basic Skills Coordinator), Barbara Villatoro (Math Basic Skills Coordinator), Shawn Carney (ASTC), and Dwayne Hunt (Administration).

Advisory Members/Guests: Kamber Sta. Maria, Rebecca LaCount, Melissa Reeve, Corrine Kirkbride, Sarah McKinnon, Jocelyn Mouton, Pei-Lin Van't Hul, Dawn Carpenter, and Renee Nichole Hamlin.

Also Present: Celia Esposito-Noy, David Williams, Harry Do, and Sarah Britto.

Absent: Tracy Schneider (English Basic Skills Coordinator), Candace Roe (DSP), Jose Cortes (ESL), Cynthia Simon, Genele Rhoads, Isabel Anderson, Michael Wyly, Neil Glines, Nicholas Cittadino, Shirley Lewis, Terri Pearson, George Olgin, Claudia Tenty, Rischa Slade, Robert Payawal, and Gale Anderson.

1. **Call to order** – Joshua Scott, Chair

The meeting opened with a quick round of introductions, given the presence of some new faces from the Admissions office: Harry Do and Sarah Britto.

2. **Comments from the public:** None
3. **Report on Optional Flex activity**—Corrine Kirkbride

Corrine described the March 14th FlexCal activity on the theme of Compassion. The event was attended by 50 people, who stayed through the whole event (even after pie) and were highly engaged. Corrine conducted an evaluation on Google forms, which revealed a high degree of satisfaction with the session among those who responded. Responses showed that the student panel was the segment people found most valuable. Several responses indicated that the event should be repeated with even wider participation.

The student panel was filmed, but due to concerns over students' privacy (they talked candidly about their personal struggles), there is discussion over the appropriate way to share the link. The panelists have signed consent forms, but may not be aware of potential implications if the

video becomes available too widely. There is a way to share a private YouTube link that would only go to the campus community.

David W. asked whether there was a major theme that emerged as something we as a college need to address. Corrine will check will follow up with her co-facilitators because she was too busy during the event to get a clear sense Sarah M. commented that she liked how this event build on the Jan. FlexCal presentation (“Roses in Concrete”).

4. **Multiple Measures.** Now that we have implemented multiple measures placement in math and English, we need to discuss the following:

Josh reviewed the English MMAP parameters and how this is playing out; dramatic expansion of access to ENGL 001 with no adverse impact to pass rates. Similarly, pass rates in co-req supported ENGL 001 are near those of stand-alone, and the rate at which those students complete ENGL 1 has improved by over 20% when compared to rates in to the past system (with 1 semester of remediation).

Training for faculty and staff in counseling, assessment, and OAR. This new placement process means new clearance codes are needed. Pei-Lin, in consultation with the MM Committee, has developed new clearance codes which we will begin to use for Summer 2017 enrollment. In order to ensure a smooth transition, both the new codes and the codes we currently use will work for Summer and Fall enrollments, but **for Spring 2018 enrollment only the new codes will work.** We will need to visit the counseling department and create opportunities to teach counselors the new codes, but we also need to plan other trainings (including during Fall FLEX) for counselors and staff.

Pei-Lin talked about the questions students are prompted to answer now in CCCApply, about HS GPA, etc.

One reason there’s urgency in implementing the new codes (see above) is to count and report these as “assessment” for 3SP funding purposes. Pei-Lin says we are not currently reporting ANY assessment for 3SP funding, so there’s an effort to capture all the different ways & places it’s happening.

For different student populations such as returnees and international students, we will continue to follow the old placement rules.

So far, around 60% of students who have used CCCApply since the self-report questions were added in in Sept. 2017 have responded to the new, optional prompts. Ideas about how to increase the response rate?

- Barbara V. asked if we have a way to determine whether there’s are specific population(s) who are not responding to the prompts. Per Josh it is too soon to know; we just have raw data.
- Pei-Lin says one idea is to add a reminder at the time of submitting the application that prompts students to answer if they haven’t already.

How will students be notified of their placement?

- Corrine is working to prepare a guide for students regarding which Math course to pick, because they may qualify for multiple options.
- Still a need for counselor interaction & human touch. Students are going to get information that's confusing no matter what we do; the counselors need to be well informed to help them make course selections.
- We want to ensure that the new placement models don't lead to any access bottlenecks.

Is there a sense of the impact on demand for different math courses, and is the 2017-18 schedule being built accordingly?

- Barbara V. There's an increased number of Math112 sections scheduled, and the rec. to counselors is not to "back up" students if they're 112-bound. Math faculty sometimes suggest that students heading into 104 "back up" and take the level below (330) in order to be successful in 104. The ultimate goal will be co-req support for 104 (rather than suggesting remediation to 330), but co-req courses aren't ready yet.
- PeiLin: As we start to collect MMAP data, we can see the trends, but since students will have multiple options it will be hard for a bit to know what students will actually enroll in.

What are the best ways to disseminate the info from a training perspective?

- Kamber S-M: a "cheat sheet" with codes. Clarity about the information that's going out to students.
- Jocelyn: Comprehensive, required training. Start in Counseling meetings, but maybe look at mandatory training on a Friday to bring in all parties.
 - Use Transformation Grant funding to pay adjunct counselors to attend training
 - Identify designated "point people" (likely FT counselors) to make sure that the full schedule, including summer, is covered in terms of having someone who is trained and knowledgeable about the new system so those less up-to-speed know who to ask in order to provide best service to students (Kamber & Rebecca)
 - Trainers will be Pei-Lin, Claudia? Once a couple of counselors are trained, they can train others (Kamber & Rebecca)
 - Sarah M: In counselor training, emphasize that students are strongly encouraged to enroll in the English course they are eligible for. Don't suggest taking a lower course if they "don't feel confident." Recent ENGL data showed that African American students were less likely to enroll in ENGL 1 when eligible, compared to white students. Not sure why this is occurring, but let's make sure we're not contributing this pattern in overt or tacit ways. African American throughput from 370 to ENGL 1 was only 32%, while African American pass rate in ENGL 1 / 301D combo was 67%. The best place for these students is in the transfer-level course.

Corrine: Shared some "maps" students will receive that will help them figure out what they should do based on their goals.

- a. **An information campaign for current students (in partnership with Counseling).** With CCCApply, we are gathering high school performance data from new students, but there are several thousand current students who have taken Accuplacer (which we know is not accurate and often under places students) and do not realize that our new placement policies may grant them access to transfer-level Math or English classes. Furthermore, since the English department has deleted many classes with very low persistence numbers (English 305, 355, 370, & 380), we need to inform students that the sequence has changed and their Ed plans may need to be modified.

How do we inform current students of the need to “reassess” in order to claim eligibility for the new courses / lift the penalty of prior results?

- Sarah M: Has given extra credit for students to go see counselors and revise ed plans. Could this be done more widely?
- Corrine: Lawn sign picket bomb the campus.
- Peter C: Text & email notification
- Barbara V.: pop-up when students log into MySolano, and the vid screens around campus
- Jocelyn M.: message can come from counseling
- Josh: Email blast teachers & make an announcement during general FlexCal sessions. Good news travels.
- David W.: Pitch to students in terms of money and time they can save.

The Enrollment Services reps, Harry D. and Sarah B., stated that the Online Orientation is being revised. They asked for information about what they can put to reflect the new assessment practices. Students are advised to do the orientation following application & before assessment (though now, w/ MMAP system, “assessment” is happening within the application process due to the embedded self-report Q’s in CCCApply). Old orientations said that taking Accuplacer was “necessary for accurate placement.” It is no longer mandatory for students to assess via Accuplacer for either ENGL or Math. MMAP is validated by the Chancellor’s Office.

- Suggested revision: “If you already provided HS GPA info, then _____.”
- Offer a second chance for students to provide the info if they didn’t do so in CCCApply, and explain the reason we’re asking.

5. **ASTC update**—Shawn Carney, Barbara Villatoro, Josh Scott

- a. What’s currently happening (brief summary) in the ASTC, English lab & MAC

ASTC has expanded to all 3 locations. Enrollments in TUTOR 500 are up 10% from Spring 2016. Enrollment is very low at Vallejo (<50) and only just passed 50 @ Vville. About 15 hours/week of coverage is available at the Centers.

The biggest improvement this way is having high-quality writing tutoring at all 3 locations. We need to move the same direction with Math, which remains “siloeed” in the MAC.

Shawn is stepping down at end of semester as ASTC Coordinator. He has offered to train his successor. He recommends that the position be expanded to more hours.

- b. Problems/issues/concerns related to
 - i. the current structure
 - ii. Any possible integration
- c. Next steps to address these concerns and move towards a system that seems more integrated, at least from a student perspective.

b. & c. mostly need to be addressed at the next meeting April 7.

Barbara V.: MAC is transitioning from TBA hours to positive attendance.

- MAC hours will be recommended, but students won't be dropped for non-attendance.
- Hours will be expanded to allow evening hours (MAC hours were previously embedded in class time of evening classes).
- We will only be funded based on who shows up, so we need to make sure the MAC is staffed with the most helpful people so that students will want to go. Likely some reduction in attendance.
- MAC can have its own CRN similar to TUTOR 500, but Math dept. wants to keep those hours coded to math and not generic "TUTOR".
- TUTOR 500 allows up to 160 hours, but current MAC only calls for 1 hour/week—could max hours be expanded to allow collecting apportionment for students who attend more?

Josh: How about using the MAC space for co-req courses as we've done in English with the former Reading/Writing lab space?

- Barbara V: Those discussions have begun, and so far faculty seem supportive of the model, especially in the non-STEM pathway

Shawn C.: Conversations need to happen between Centers to determine scheduling for Fall, to ensure that the right supports are in place for students.

President Esposito-Noy expressed her thanks to the Math faculty who have been working so diligently to implement these changes

6. **Adjourn.**