

Solano Community College

Academic Senate

BASIC SKILLS COMMITTEE

Minutes

Friday 4/7/17, 12:00-1:30pm, Room 135

Voting Members: Josh Scott (Basic Skills Coordinator), Jose Cortes (ESL), Shawn Carney (ASTC), and Dwayne Hunt (Administration).

Advisory Members/Guests: Kamber Sta. Maria, Rebecca LaCount, Melissa Reeve, Corrine Kirkbride, Terri Pearson, Claudia Tenty, Pei-Lin Van't Hul, Robert Payawal, Marie Mayne, and Tatum Bales.

Absent: Tracy Schneider (English Basic Skills Coordinator), Barbara Villatoro (Math Basic Skills Coordinator), Candace Roe (DSP), Cynthia Simon, Genele Rhoads, Isabel Anderson, Michael Wylly, Neil Glines, Nicholas Cittadino, Sarah McKinnon, Shirley Lewis, George Olgin, Jocelyn Mouton, Rischa Slade, Dawn Carpenter, Carlene Coury, Gale Anderson, Renee Nichole Hamlin, Harry Do, and Sarah Britto.

1. **Call to order** – Joshua Scott, Chair
2. **Comments from the public.**
3. **Pathways update**—Dwayne Hunt.

Dwayne: We did not receive the grant. However, the spirit of a pathways project still exists at the institution. So, we need to figure out a way to continue the conversations and take action without the grant. There are other funding streams available and models already at the college that we could leverage to develop a model we can support.

Josh: One reason we did not write pathways into the BSI transformation grant was that there were already Equity funds committed to it—is there a way we can build on the Equity plan to put something in place in the Fall 2017 instead of starting from scratch?

Dwayne: We already have the CCPLS program in place, and it's successful. We should look at successes and think about how we can replicate them with pathways in other disciplines. He is continuing to review what else is in place, what the history of those efforts are at SCC, and what was submitted for the grant (Maire submitted it). However, Fall 2017 is probably too ambitious—may have been too soon even with the grant. A lot of the work that needs to be done involves building relationships with feeder institutions and transfer institutions. We should keep this as part of our conversation in BSI.

Josh: Let's get this as an agenda item for 4/28 so we don't lose any time in moving this conversation forward.

Corrine volunteered to be part of the conversation to prepare for that.

4. Teaching Apprenticeship Update—Jose Cortes.

Current semester: TA's in ___ sections of English. Next semester: 23 sections in English, 6 sections of Math 112.

Math likely needs to hire 3-4 TA's to cover the 6 sections. We need to re-advertise the English position as well; probably need 3-4 new people. Corrine had modified the English JD to advertise for Math.

The program is working well. Anecdotally, TA's are reporting positive experiences. Instructors also find it very helpful to have the additional support of the TA's. Some of the TA's are not English majors, which also brings an interesting second perspective to the classroom. George is seeing fewer ENGL 360 students in the ASTC, because they are working with the TA's. TA's are able to be available at time the instructor is not. Students have more choices about whom they can go to for help.

Jose has held some training re: lesson planning, and is planning one soon about "good enough grammar," using a sample student paper as the focal point of discussion.

TA Coordinator currently budgeted at 5 hours/week. There are spikes and lulls in the work, but it evens out and the budgeted time is enough for the week-to-week work. It would be better to find a way to extend the recruiting period; especially we need to do that over the summer, for Fall (now is too early; August is too late). They should be hired in time for faculty to meet their TA's prior to FlexCal.

We should start to think about how we will sustain this after the grant. Jose is learning about a model in place at Sac City, which is paid by stipends, coming out of Equity funds. Our program is actually more cost-effective than the Sac City model, but their program might be a useful model for to secure institutional support.

Another element to the job is to develop tutor training for student tutors to work in the ASTC. That aspect hasn't really gotten started.

Corrine: There will be some discipline-specific work needed to train the Math 112 TA's; how will Jose handle it?

Jose: A lot of the early conversations with the English TA's were not discipline-specific, but more about how to interact with students, and what to value. Case studies about challenges of interacting with students can be effective for training. He feels he can still coordinate TA's in Math, but will need to bring in Corrine, Barbara etc. when math-specific topics need to be addressed.

We need a plan to staff TA's for the English 360 summer courses.

Terri: We need to keep summer in mind for everything we do. We under-resource summer session on all fronts. We need to think of ourselves as a year-round college.

Josh: Let's develop and send a survey, soon, asking current TA's to evaluate their Spring 2017 experience, and to find out their interest in summer and Fall assignments.

5. **Multiple Measures check-in—Pei-Lin Van't Hull, Kamber Sta. Maria, Rebecca LaCount.** Two weeks ago we discussed plans to train counselors and staff and to engage in an information campaign to help current students understand the new English and math course options and multiple measures placement. I've attached Mellissa's notes from that meeting, but we will check-in to see how the training process is going and how our committee can further support this effort.

Pei-Lin: Initial training with Counselors took place last Friday 3/30.

A follow-up training will include all personnel who have any contact with students' assessments, enrollment, and transcripts. Claudia has developed this training, as well as materials for people who aren't able to attend in person.

Students will receive access codes to be able to register directly in the English classes they qualify for.

Pei-Lin shared the latest draft of the MMAP Clearance Chart by High School Course (get as attachment). Today is the "freeze date" for changes; this needs to be finalized so it is operational for Priority reg. The process has been very diligent and thorough, with four people reviewing every change and looking at data to understand the likely impact of each change.

Josh: Looking at the data, do we have a prediction of how many students will have access to transfer-level Math?

Corrine: The focus in Math has been "good placement," placing students where they will have 70% chance of success based on RP group data. There will be slightly higher placement into transfer-level Math, but not such a huge spike as we saw in English. But good placement should improve success through the pipeline.

Josh: Eventually we'll be able to look at how the students do long-term, and change some of the boundaries up or down if results suggest these actions.

Peter: An example of "tweaks" that have happened to try to ensure best placement: in an earlier version of the guide, a student who had passed Statistics could be placed in Math 330 just because of a low overall GPA. So they moved the GPA cut down a little, to prevent that. Now the result is that very small numbers (single digits) of students would have that situation. Can't make anything work perfectly in 100% of cases, but if we can

get the exceptional cases down to very few, they can be addressed case-by-case by counselors.

Josh: An advantage of having developed this detailed coding system is we'll be able to capture the data for all the different situations.

Robert: How does this account for students who have taken a long hiatus before college?

Corrine: RP group data accounts for a hiatus of up to 10 years, and finds that HS results are still the most accurate predictor.

Pei-Lin: This time next year, we will analyze the first year's worth of data and see if any changes are needed.

The "information campaign" is still needed, and needs to be done by the faculty coordinators and Enrollment Services personnel.

Starting from Spring 2017 on, SSSP funding is based on new formulas for providing the identified services. So, we need to develop codes to account for all of the services we provide so we can report it for funding.

Josh: We need to make sure we do this info campaign. Who will take charge of it?

Dwayne: Assessment Center?

Josh: That doesn't capture all the students who are already here, already assessed.

Melissa: We need to make sure the assessment center immediately stops distributing course placements based on Accuplacer scores, for those students still showing up to assess.

Dwayne: How many current students do we need to reach?

Peter: About 1/3 of current students.

Dwayne: will think about how to approach it.

Rebecca: Can we start using the new Math Guide? Counselors are going out to Vallejo HS's starting next week, and would like to use it for placing students.

Pei-Lin: Counselors can start using the guide, but it should never be provided directly to students; they should only know their individual results.

Josh: Do Counselors have everything they need to "go live" next week?

Rebecca & Kamber: They feel ready, and are working with their dean to organize additional training for their adjunct counselors.

Peter: Needs the final text of the student notification letter back from Kamber and Rebecca by Tues.

Josh: We should be REALLY excited and proud of this work.

Kamber: It's a huge shift for students, to discover they have a shot at real, college-level work in their very first semester. It changes their whole demeanor towards the idea of enrolling at the college.

Kamber: Can we at least get an announcement up on the web site immediately? We need to make sure students know; the last thing we want is students assessing and finding out later (next Fall) that they could have enrolled in higher courses than the ones they're taking.

Dwayne: This is something unique to SCC, and we need to be sure we publicize it broadly. But also, we need to be careful to do it right. Fast, but careful.

Terri: How about a brief announcement from the VPAA office, for all instructors to read aloud in classes.

6. **ASTC update, continued—Shawn Carney, Barbara Villatoro, Tracy Schneider, Josh Scott.** During our last meeting we began this conversation (again, see Melissa's notes), but we need to continue the conversation this week.
 - a. What's currently happening (brief summary) in the ASTC, English lab & MAC
 - 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.

Josh: English has already moved to TA model for student support, so we don't use co-req reading/writing labs anymore. The lab space is now being used for the 310D component of the co-req supported ENGL 1 sections. The space is working pretty well, due to its flexibility. Dwayne has ordered the Chromebooks paid for by the BSI grant, so that will help too. What we'd like to improve is a closer, integrated relationship with tutoring / ASTC—knowing that English faculty have been involved in vetting and training English tutors for the ASTC.

Corrine: MAC is going from "TBA" hours to "positive attendance," and will not be mandatory. Students will sign up for something similar to TUTOR 500, and will log in when they attend. Math faculty still feel it's important to keep the MAC in the Math building. Math faculty can provide the best and most accurate help for the 20 unique Math courses. The preference of Math faculty who have been consulted so far is that all math tutoring occur in the MAC, and be done by the math department.

Terri: Agrees Math should "own math," the way English is owning English in the ASTC. In a perfect world it would be great to have a single facility, but the ASTC cannot realistically

accommodate all the math students. Housing all Math tutoring in the MAC is more “student friendly” than having math help in 2 different places. ASTC is happy to collaborate, and support this by referring students to the MAC for math help. TUTOR 500 can be used for all subjects; students are prompted to click which course they are seeking help with each time they sign into the ASTC (same can be set up at the MAC), so that math can still “get credit” for positive attendance apportionment earned from students using TUTOR 500 for Math tutoring. This will be easier for students rather than requiring an additional / separate registration step for math tutoring. We should see the change in the MAC structure as a positive opportunity to move toward this model, of using MAC to support students as needed in all math courses.

Pei-Lin: Need a mechanism for collecting MAC activities, connected to SARS. Students will need to log in to a TUTOR 500 CRN, and select the math course they need help with.

Josh: A remaining problem is that we currently have 2 different sets of math tutors hired by 2 different groups using different sets of standards: the ASTC and the MAC. We need to resolve that, and have a unified process.

Terri: What is our plan for summer and Fall for ASTC? We have an immediate crisis, with Marie M. as a 10-month position and Shawn stepping down from ASTC. This has long been a problem and was one of the reasons ASC and tutoring center combined in the first place—to be able to cover summer.

Josh: How do we solve this in the next 4 weeks?

Dwayne: will send an email invite to coordinate a meeting to focus on solving summer.

- 7. Discussion of Basic Skills Committee Mission and Name, part 1.** The Basic Skills Committee has been meeting since 2007, and over the past 10 years our purpose and role on the campus has changed substantially. I want to start a two-part conversation (to be continued in May) where we discuss our name, our mission, our structure, and how best to serve our most vulnerable students, our students who have historically been labeled “basic skills,” a label which has caused more harm than good. What is our role on this campus? How can our committee best serve our students? We will start this important conversation this Friday.

Held over for next meeting

- 8. Adjourn.**