



Solano Community College

Academic Senate

BASIC SKILLS COMMITTEE

Notes

Friday 4/28/17, 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), Jose Cortes (ESL), Shawn Carney (ASTC), Dwayne Hunt (Administration).

Advisory Members/Guests: Kamber Sta. Maria, Rebecca LaCount, Melissa Reeve, Corrine Kirkbride, Cynthia Simon, Genele Rhoads, Isabel Anderson, Michael Wyly, Neil Glines, Nicholas Cittadino, Sarah McKinnon, Shirley Lewis, Terri Pearson, George Olgin, Claudia Tenty, Jocelyn Mouton, Pei-Lin Van't Hul, Rischa Slade, Dawn Carpenter, Carlene Coury, Gale Anderson, Renee Nichole Hamlin, Robert Payawal, Harry Do, Sarah Britto.

Guests: David Williams, Maire Morinec, Mark Berrett, Sarah McKinnon, Karen Cook, Peter Cammish, Stephen Watkins,

1. **Call to order** – Joshua Scott, Chair
2. **Comments from the public.**
3. **Approval of 4/7 minutes.** Melissa Reeve.
4. **ASTC update (plans for Summer and Fall)**—Dwayne Hunt.

Dwayne reported that ASTC services will be offered in summer, including for the Vallejo courses relocated to MIT due to Vallejo HVAC repairs. In addition, faculty have the opportunity to request embedded tutors for summer courses, particularly in science courses.

With the departure of Shawn as ASC Coordinator, the exact model of the ASTC is under examination to determine future staffing needs. Terri is still in place in her Coordinator role. Arrangements will be made to cover the responsibilities Shawn has covered, primarily pertaining to data collection; there is discussion as to whether this needs to be done by a faculty member.

Barbara V. asked whether embedded tutors coordinated through ASTC are separate from the program already in place and coordinated by the English and Math programs. Dwayne replied that he is still coordinating with the Dean in Math re: Math tutoring, the MAC, etc. Barbara

stated she is under the impression that she is responsible for placing Math embedded tutors through the summer.

Pei-Lin suggested Barbara should talk to IT to ensure that TUTOR 500 is set up properly for collecting positive attendance apportionment. MAC is linked in two courses: Math 112, and 320. TUTOR 500 will be used for all other students using MAC services.

Pei-Lin explained that the physical computers used for student log-ins are set up to track positive attendance. Having the Curriculum and CRN in place does not accomplish this—it needs to be done specifically, with IT support.

Maire expressed concern that there is still a disconnect between MAC and ASTC, especially at the Centers where they share the same space. The organizational structure needs to reflect integration of the services, even if they are housed in different locations (as at main campus). The student experience should be that these are all part of the same service.

Josh suggested that a stakeholder meeting be convened (outside of BSI committee) around the purpose of MAC / ASTC / TUTOR 500 / embedded tutoring alignment to ensure that everyone involved knows what the plan is. He requested that such a meeting occur prior to next BSI meeting.

Dwayne stated that those discussions are starting among managers, and will extend invitations for a broader conversation to include: Center deans, Math/Sci and SLA Deans, Math and English faculty.

Barbara and Josh exchanged some ideas about what future training for tutors should entail, what parts of it are general vs. discipline-specific, and who should be in charge of that.

5. **Discussion of CTE.** In both math and English, we've made significant structural changes to both the basic skills sequence and the placement process (meaning more students are able to access and pass transfer-level English and math classes more quickly), and this has impacted CTE students. We trust this impact has been primarily positive, but there may be some concerns that have arisen as a result of these changes. We would like an opportunity to hear the concerns of CTE faculty and to begin addressing them.

Maire:

- Lots of conversations at the Division level re: CTE, & state has substantially increased \$\$ in last 3 years. Money is tied to very specific metrics of student achievement. We are supposed to be braiding that funding together w/ BSI, SSSP etc. We haven't done that well yet.
- On the plus side, we have done a good job of forging relationships with community partners.
- SSSP emphasizes getting students into Math and English ASAP. But this doesn't always best suit incoming students with CTE goals; these students have specific goals and the English / Math courses divert and frustrate them. Meanwhile they sometimes miss the CTE-specific skills courses (CAD, for example) that they need for their professional goals.

- Students are often very willing and able to do reading, reporting and calculation skills that have meaning within their focal disciplines. But this is not the way those skills are offered in available Math and English courses.

Barbara: Could this be offered as part of a pathway, for example with a cohort of students who all have matched career goals and could take a math course all together with problems pulled from discipline-specific situations?

Maire: Not enough to offer a class like that in the Math Dept. It needs to be a learning community at least, so the CTE instructor is present to make it relevant to students—even to persuade them of the relevance.

Mark: The “math class” offered in CTE is not really math, it’s an “applications” course. The “business English” course likewise is not really an “English” course—it focuses on workplace communication.

Maire: There needs to be a technical writing class taught in CTE, not as “English class.”

Maire: Example, Cerritos College has 600 students in Auto Tech program, and allow “History of Rock n Roll” to meet History requirement for graduation, and the Auto tech classes get a first crack at it. She suggests section(s) of English 360, for instance, with reading / writing assignments focused on topics of interest to CTE students.

Terri:

- Example 1: Biotech bootcamp with a “math refresher” fully contextualized in Biotech. Students were subsequently very successful in their program because they’d had the opportunity to practice the math they were going to see.
- Example 2: Mat modules, that could be used by faculty in a CTE discipline who needed to review those concepts with students.
 - Maire: How about the other way around: Math faculty gets topics from CTE faculty?
 - Barbara: That would work in a pathways model: CTE faculty would need to inform Math faculty of relevant topics to cover.

Maire: CTE focus is learning by *doing*. Not just proving on paper.

Josh: This is likely true of many of our students—the need for applied, hands-on problem solving.

Mark: Concerned this deteriorates into “story problems” and reduces the roundedness of students’ education. Employers often want students to have more abstract skills, more “pure math” and the language of math. This is necessary for someone to become a real problem solver. The trades are hands-on applications but we artificially limit students if the applications are all we expect them to know. The Liberal Arts of Math, Science, and language must be available to all students. He thinks it’s worth presenting a broad spectrum of examples from different contexts in every class, because it also exposes students to the relevance of ideas and applications outside their own disciplines.

Barbara: Believes it’s possible and desirable to maintain the rigor of college math while contextualizing.

Tracy & Isabel: It’s a different question for English, because we teach thematically, and we have to selected readings, books in advance. If we’re going to offer sections specific to CTE trades, we have to know in advance and prepare.

Sarah: English 1 is required for AA degree; we can't control this. How can we create a platform that gets them through?

Mark: English 1 is extremely important. People who can read & comprehend complex texts will have an automatic advantage.

Karen: If the CTE faculty can get the students first for a while, provide some skills practice and "hook" them into a program, they can encourage them forward in the needed English and math courses.

Melissa: big moment of synthesis—maybe students need to start in CTE, include some contextualized language/math application in those courses, set students up for success in broader spectrum course later on, when they already have momentum and motivation and confidence.

Maire: dream world, vocational Math would count in BS Math sequence

Barbara—better, include "just in time support" for the CTE classes, instead of making longer paths that we already know are problematic.

Maire: Maybe passing voc. Math could be a multiple measure? Or, students (esp. those returning after long time out of school) could complete voc. math *prior* to math assessment, as a refresher.

Dawn: Vocational math isn't the same as business math. And business grammar is not the same as technical writing.

Terri: Time to look again at FYE. Maybe we need one for transfer students and one for CTE / Cert students. That could be one way to manipulate the order of curriculum & build cohort with specific instructors, specific counselor, targeting specific or related disciplines. Scheduling can be a big challenge though.

Pair Discussion of how to best support our students: Josh asked each pair to state key idea in one sentence from a list generated during discussion: .

1. Pathways? Learning communities.
- ii. Add-on class, part of a CTE learning community
- iii. Cohort models, building social model (Puente)
- iv. ID CTE students **early**
- v. Issues of scheduling—offering classes in timely manner
- vi. Alternative math classes that count towards degree
- vii. FYE model for all incoming students
- viii. Blended courses (two instructors)
- ix. Conversation regarding purpose of gen edu
- x. **Big trends: scheduling, social/community, goals/counseling**
- xi. **Learning communities/pathways/EVERGREEN—apply for next Pathways grant**

Barbara: Start students in CTE, maybe support with an add-on math course that addresses the "why" of some of the Math in the CTE course and sets them up for success

Dwayne: Don't overlook the importance of the social dimension / shared experience.

Karen: Identify CTE student early.

Peter: Time to cert / degree is too long, and we need to make a commitment to scheduling the course students need to complete their programs.

Kamber: Explore options of alternative, vocational-version Math

Neil: FYE model for all incoming students.

David: Blended courses?

Mark: Courses taught by instructors from two different disciplines, to get students through within 60 units.

Tracy: Remember the importance of GE and the responsibility of faculty and students to establish the relevance of the general skill sets.

Isabel: Let's send a team to the Evergreen Institute.

Neil: Sees two trends in the above: Understanding students' goals, and being cognizant of the time it takes to reach them.

Maire: There will be \$150 million in pathways grant money in next year's budget, and we will be competitive in the pathways grant application next year.

2. Discussion of Basic Skills Committee Mission and Name, part 1 (postponed from 4/7).

Postponed til final meeting in May.

6. Adjourn.