



Solano Community College

Academic Senate

BASIC SKILLS COMMITTEE

Agenda

Friday 5/12/17, 12:00-1:30pm, Room 135

Present

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), and Shawn Carney (ASTC).

Advisory Members/Guests: Melissa Reeve, Corrine Kirkbride, Isabel Anderson, Michael Wyly, Neil Glines, Sarah McKinnon, Claudia Tenty, , Pei-Lin Van't Hul, Dawn Carpenter, Robert Payawal, David Williams, Peter Cammish, and Lee Romer-Kaplan.

Absent: Dwayne Hunt (Administration), Kamber Sta. Maria, Rebecca LaCount, Cynthia Simon, Shirley Lewis, Terri Pearson, George Olgin, Nicholas Cittadino, Genele Rhoads, Jocelyn Mouton, Rischa Slade, Carlene Coury, Gale Anderson, Renee Nichole Hamlin, Harry Do, Sarah Britto.

1. **Call to order** – Joshua Scott, Chair
2. **Comments from the public.**

The public, represented by Sarah M., expressed our appreciation for Josh Scott's leadership and the progress of the Committee this year.

3. **Approval of 4/28 minutes.** Melissa Reeve.

3 ½ (New item):

Peter C. came to consult with the committee regarding a new ACCJC option to set aspirational targets for:

- % of first-time student who attempt 6 units, and attempt any English or math within their first year, who pass a transfer-level English or math class within 1-2 years. This presents a way to look at student success data with more immediacy than the 6-year cohort data we get from the CCCC Scorecard
- Historically, performance of the defined cohort (first-time student who attempt 6 units, and attempt any English or math within their first year) has been:
 - Complete transfer-level math within 1 year; 43% within 2 years

- Complete transfer-level English: 50% within 1 year, 71% within 2 years
 - The committee suggested the following targets:
 - Math: 50% within 2 years
 - English: 80% within 2 years
4. **ASTC update (plans for new coordinator, planned meeting of stakeholders from centers, math/English faculty and deans, etc)**

Summer ASTC services will be available at all 3 sites. George Olgin will be the summer lead, as Shawn C. is stepping down. The plan beyond summer is still forming.

- Main campus, ASTC will do everything except Math, which will be handled by MAC. At the centers, ASTC will provide math tutoring as well. Request is for TA's in English and math for the centers.
- Vallejo Center ASTC services will be set up at MIT and will not collect apportionment, so there's no "line of sight" requirement (no certificated faculty needed in ASTC space).
- Discussion ensued about the level of service needed (hours/week) given the limited summer scheduling at Vallejo/MIT. Also, what funding source? Probably needs to come from Equity funds, e.g., not BSSO Grant.
- Pei-Lin emphasized that for TUTOR 500 apportionment to be collected, a certificated instructor present who meets min quals. must be present on site at all times service is offered, and associated with every CRN of TUTOR 500.

David W: ASTC has a 2-year agreement with Math department that MAC will operate as the sole provider of Math tutoring.

Josh shared an email from Dwayne reporting on the ASTC planning meeting that occurred on 5/2. (attach)

Per Shawn C., a follow-up meeting is scheduled for 5/18 (Celia, VP's, Dwayne) to solidify the plan for future staffing needs of ASTC.

Josh emphasized the importance of continuing to involve faculty in these conversations so we don't revert to "SILOS" (caps by committee request).

Discussion of Basic Skills Committee Mission and Name

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. We will 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? And what should our focus be in the 2017/2018 academic year?

Josh reviewed the history of the BSI Committee, and projected that the BSI funding stream may dry up given state-level movement toward integrating BSI, SEP, and 3SP. Terms of our current coordinators are ending, could be a good time for re-examining structure even if the funding for BSI continues. Terms end as follows:

- Tracy /English ends Fall '17
- Josh / General ends Spring '18
- Barbara / Math ends Spring '19

Josh re-introduced committee notes from Nov. 2015 when we had a lot of discussion about forming a “Safety Net Committee” (attach).

Additionally, Diane White led an effort in Spring (2015) to form the “Success and Equity Council,” (SEC) also with the goal of breaking down the silos of BSI, SEP, and 3SP.

Dwayne has initiated an effort to re-convene the SEC this Spring. He convened a meeting 2 weeks ago with former members of the previous group to get a sense of the history and to consult regarding how to move forward in ways that don't duplicate efforts.

Josh pitched a couple of ideas about how to integrate BSI Committee under these wider umbrella efforts:

- SEC could remain independent of BSI, with separate chairs and maybe meet on alternate weeks (so people could attend both)
- Semi-integrated: SEC & BSI meet back-to-back with a changing of chairs but presuming most of the same membership
- Revamp of the BSI Committee with a new name and a co-chair, faculty / mgmt. coordination structure

Michael cautioned that we remain mindful of our status as a Senate sub-committee; a co-chaired committee (with Mgmt. co-chair) might necessitate change to Senate by-Laws.

Josh: our committee moves initiatives that neither faculty nor management can move alone. A number of certificated staff are members of our group as well, and their participation has been key to our success in efforts such as MMAP and the BSSO Grant.

Michael: Might be useful to think of one committee as where we come up with the ideas, and the other as the place for figuring out how to fund and operationalize those ideas.

Problems with past / current structure:

- We want to integrate planning and intervention conversations—links between faculty/staff and funding plan discussions
- Silos
- Redundancy between committee meetings and memberships

Isabel: “Basic Skills” is a problematic label, and limits committee participation to those in programs that have historically been identified as such. This is an opportunity to ditch the name. We could have a much more diverse committee if we identified our mission more broadly. Example, when we had focused meetings on CTE, DSP, we got new faces in the room.

Michael: We want to name the committee after its mission, not its funding stream.

Break-out time to look at what's going well, and how we might change in terms of structure, leadership, mission, etc. Groups reports:

- Thematic meetings have been a good way to incorporate more people. But do the meetings then become redundant to those who attend every time? (Most of us don't seem to think so.) Maybe we need to invite people further in advance.
- We've been able to include a lot of people without growing to an unwieldy size
- Follow-up / identification of action items at the close of each meeting would be an effective way to ensure the thematic meetings are more than just info. sessions.
- Identifying a core committee of people who "have to be there" makes sense, is useful from the standpoint of Brown Act compliance if anything comes to a vote (as now, with our designated "voting members" from each constituency)
- CTE should have a bigger / more active role
- Downside: having a different conversation every week sometimes means we talk about a lot of things that then don't go anywhere
- Difficulty of "action items" is that it basically amounts to Josh trying to chase someone down (management) to make something happen
- Lifting the "Basic Skills" name creates the opportunity to add official / voting members from other disciplines
- A big achievement is the dramatic increase in students passing ENGL 1 and crushing the equity gap on that measure. What made it happen was having a lot of money behind it and a lot of expertise from several areas of campus working with a singular focus.
- The goals of this committee could be backed by the Senate, but the "SEC" will be the body that has decision power over the major funding sources (SEP, 3SP) and will be charged with figuring out how to make the plans happen.
- To create a backbone to support major initiatives: We have to be authoritative (backed by funding) and to be neutral. "Pet projects" have been a problem in funding decisions. Timeliness of planning has also been an issue. 3SP plans have been put together in a last-minute scramble. We need a timeline of expectations and planning, not waiting for state-mandated deadlines.
- Planning needs to occur in advance of receiving funds, as with applying for a grant, so that when the money is available we already have a clear action plan for how to use it.
- How can we impact a loosening of the grip on SEP and 3SP funds so that we can be part of those conversations?
- We need to be clear about our mission and name, and a plan to reinforce the mission in a way to ensure the work of this group is honored and incorporated in campus plans.
- Good example of accomplishment: Development of MMAP information campaign—we moved from discussion to action in a matter of weeks, thanks to quick work by Josh, Corrine, Dwayne.
- We need direct access to funds. Having to go to another committee to ask for resources will only slow our progress.
- Part of our mission is identifying vulnerable groups of students and creating a supportive community around them
- Support stakeholders in their attempt to empower students, support and create community, engage inequity
- Possible name from Robert P: "Campus Nexus"

5. Adjourn.