



Solano Community College
Academic Senate
BASIC SKILLS COMMITTEE

Agenda

Friday 9/8/17, 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), George Olgin (ASTC), and Dwayne Hunt (Administration).

Advisory Members/Guests: Melissa Reeve, Cynthia Simon, Claudia Tenty, Pei-Lin Van't Hul, Dawn Carpenter, Renee Nichole Hamlin, Robert Payawal, Jack Schouten, Heather Watson-Perez.

Advisory Members/Guests (Absent): Rebecca LaCount, Genele Rhoads, Isabel Anderson, Michael Wyly, Neil Glines, Nicholas Cittadino, Sarah McKinnon, Shirley Lewis, Terri Pearson, Peter Cammish, Rischa Slade, Carlene Coury, Gale Anderson, Harry Do, and Sarah Britto.

1. **Call to order** – Joshua Scott, Chair
2. **Comments from the public.** <None>
3. **Approval of 8/25 minutes.** Melissa Reeve. <Approved as presented>
4. **Thematic focus of BSI committee, continued.**

The group selected the following themes as high priority for upcoming meetings:

- a. Possible FLEX activities: (start today 9/8)
 - i. Putting ourselves in student shoes—help faculty/staff understand the student experience. Focus on student & staff/faculty affect, move away from deficit perspective.
 - ii. Continue to engage experiences where we leave our silos.
- b. Create a model / system including Pathways (9/22)
 - i. This could include wrap around services—housing, security, and other non-academic factors that impact student success and could be part of the Pathways support system.
- c. ASTC (10/15)
- d. Connect with high schools, develop something like LBCC “College Promise.” Maybe a Flex Activity? Outreach? Talk to Counselors, etc.
- e. Prison Program

The following discussions occurred in the context of making the above selections:

Barbara explained that the Math department (at SCC and throughout the state) are working on how to reduce remediation. Math 112 was the first effort at SCC: an intermediate algebra that is more relevant to students headed for Stats. Some math faculty opine that Math 112 is for students who “can’t” do 104—in other words they think it is somehow lesser, easier—but it’s not. It’s just more relevant to the path those students are on.

The new discussion is about whether non-STEM HS graduates should *ever* be placed in the remedial algebra pipeline, or should, instead, always be directed to Math 112 or higher—perhaps with co-req support to improve their chances of success in the courses where they’re placed. Some math faculty are opposed to offering alternatives to the traditional placement and sequence process. Some define “math literacy” as proficiency in a college intermediate algebra course.

Barbara plans to lead a Flex activity in October focused on the purpose of co-reqs, using materials from Cuyamacca (where they have gone almost entirely to transfer-level w/co-reqs, in place of prereq sequence)

Pei-Lin added that any changes to the Math requirements will have an impact on the MMAP coding, and that her office will need to know well in advance of any changes in order to adjust the placement coding accordingly. The work is really complicated—Research office needs to be included in discussions even before any change is taken through the Curriculum process.

Barbara said based on the discussions so far (in Math meeting) it looks like an uphill battle and will probably take more than a year to make progress given the climate in her Dept.

Jack asked whether any work had been done to talk to the high schools re: common core. Intermediate algebra is a HS graduation requirement.

Barbara said that has long been the case, but many students wind up placed in those courses at the college anyway and we need to determine how we can improve their chance of success.

Melissa and Heather chimed in that outreach to high schools and including high school teachers in conversations can be a valuable way to improve College faculty respect for high school coursework & by extension, willingness to accept MMAP. Frame it this way: we want to see the high school as part of a continuum with the college, want to make sure that we and high school instructors speak a common language around content.

George said he has been researching a bit about what learning centers have been doing to support student success. He has been looking at the Lit on guided pathways, and encouraged us to adopt a framework / system to assess the College’s proficiency in set metrics of student support (in and outside the classroom). We need a single process / plan that different entities can “plug in to.”

5. Student Success and Equity Council update—Dwayne Hunt and Josh Scott

Josh presented the proposal that has been vetted with Senate Exec Board. He supports merging BSI with Success and Equity Committee.

Dwayne expressed that there are still many details to be worked out, especially around participants, roles, and accountability. We shouldn’t move too quickly.

Josh replied that we are only now at the stage for the full Senate to approve the “broad strokes” direction— once they do, we still have several months to work out the details Dwayne has enumerated.

6. **Integrated Plan Proposal: First Year Experience.** Last week, Melissa Reeve sent the Basic Skills committee an email, soliciting interest in a First Year Experience proposal. Melissa will lead a discussion of this proposal.

Melissa gave a brief history of the previous (2012-2016) FYE program. This was a Basic-Skills driven program and, as such, had a focus on improving students' success through the remedial English and math pipelines. The program showed promise but was difficult to scale up or even maintain due to a complex structure and inconsistent funding and leadership. Many things have changed now which may support a new program to be more successful than the last, including, importantly:

- The opportunity for SSEIP funds removes the limitations of Basic Skills funding, so the program would not have to focus exclusively on remedial English and Math
- Most students are no longer placed in remedial English anyway, due to changes in curriculum and implementation of MMAP
- We have seen examples of less cumbersome / more flexible models at other campuses, which may be more scalable
- There is an interest in creating "Pathways" at SCC, and an FYE program could be built in a way to feed students into those pathways

Melissa added that the timing to launch an FYE program, especially if the goal is to recruit students directly from high schools, requires everything to be in place for Spring recruitment. Since the SSEIP proposal funding will not be decided until Nov. or Dec., it may be too ambitious to launch a program for Fall 2018. We may be looking at Spring-Fall 2018 as a planning year, with Spring 2019 recruitment and a Fall 2019 launch.

Josh: How about the possibility of a "soft launch" to get one pathway started sooner, while we continue to plan and build.

Barbara: Maybe do non-STEM pathway for starters, because it simplifies the math component.

Pei-Lin: Research needs a way to "mark" program students in order to be able to track and compare success data. So if there will be any reporting needs, they need to know up front to set up a tracking mechanism.

George: We could do a half-unit "College 1" or "Critical Skills" course that all FYE program students would be enrolled in; this would be a way to mark those students no matter what other courses they take.

Heather: maybe expand pathways not to be major-specific but broader, school-specific themes.

Robert: Widening the net gives the program a different focus. What is it that we're trying to accomplish?

Melissa: I want to create a program that will get students to stay. The goal is retention and completion. Students leave the college in large numbers, even when they pass their courses. The goal is to create a sense of community and belonging, and identity as a "Solano College Student." In the old program we saw significant improvement to retention and also saw our students bond socially and continue to take classes together after their year in the program.

Heather: Maybe look at FYE for returning students, addressing their needs as different to those directly out of high school.

Note: a sub-group of members agreed to stay to continue this discussion following the BSI meeting, since the proposal deadline is only a week away.

7. **Plan for Half Day Counseling/Assessment/Basic Skills Retreat.** We are slotted to hold another half-day retreat on October 10th. We briefly discussed this during our last BSI meeting, and I mentioned the possibility of holding a similar retreat as to what we did last fall—a counseling/assessment/basic skills-themed meeting during the October 10th 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 part of our continued attempt 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.

Josh asked that the group decide the structure of the retreat and who the core planning group will be. We looked at the half-day plan from the 3/14/17 half-day “Compassion” event. Do we want to do anything differently from this? Everyone seems satisfied with that structure.

What are the critical issues to address?

1. Understanding services
2. Understanding English/math/ESL sequences
3. Understanding placement, MM, especially in math
4. Student affect (e.g. how to reframe students’ journeys more fairly and positively)
5. Moving away from deficit model (owning our complicity in this)
6. Put ourselves back in our students’ perspectives
7. Beliefs about knowledge and its hierarchical nature, when in fact different realms of knowledge are often parallel
8. Wrap around services, DACA, being an ally of students, etc.

Who will plan the event?

Jose, Heather, Candace, Dwayne, Josh, George

8. **Integrated Plan (BSI/SSSP/Equity) Discussion.** Dwayne Hunt will explain and solicit feedback on the rubric/review/recommendation process which the Student Success and Equity Council will execute.

Dwayne stated that the kind of discussion we are having around the FYE proposal and other ideas discussed in this committee align well with the overarching goals of SSEIP and the rubric for evaluating proposals. So, though the timeframe for proposals is short, using the rubric to guide the creation of proposals will assist us in putting together successful proposals. For example, our FYE discussion today hit on every rubric point except Professional Development.

Once projects are selected, there will be more time to refine ideas. Proposals submitted at this time do not require budgets. At this stage the focus is on big ideas, and administration will work out the budget for selected projects. The goal is to identify projects that are sustainable and scalable, and can be fully integrated into the business of the college.

Pei-Lin said more work needs to be done to re-evaluate how we are tracking services delivered under SSSP. This is the year that funding is going to be tied to the number of services provided to students—we do not have any activity around that at this time, and it is imperative or we will be in a position of losing up to 60% of SSSP funds.

9. **Adjourn.**

