



Solano Community College

Academic Senate

Joint meeting of the Basic Skills and DE Committees

Minutes

Friday 5/11/18, 12:00-1:30pm, Room 135

Voting Members: Josh Scott (Basic Skills Coordinator), Vacant (English Basic Skills Coordinator), Barbara Villatoro (Math Basic Skills Coordinator), Candace Roe (DSP), Jose Cortes (ESL), George Olgin (ASTC), Dwayne Hunt (Administration).

Advisory Members/Guests: Melissa Reeve, Cynthia Simon, Isabel Anderson, Michael Wyly, Neil Glines, Sarah McKinnon, Shirley Lewis, Terri Pearson, Claudia Tenty, Pei-Lin Van't Hul, Peter Cammish, Rischla Slade, Dawn Carpenter, Ward Stewart, Renee Nichole Hamlin, Heather Watson-Perez, Erica Beam, LaNae Jaimez.

Guests: VP Diamond, VP Brown, Dean Ryan, Jack Schouten, Carol Zadnick

1. **Call to order** – Joshua Scott
2. **Comments from the public.**
 - a. Josh mentioned that the two primary resolutions from the last meeting are being followed up on in the DE Committee and Senate:
 - i. Developing training for faculty, to improve equitable experiences for students (e.g. @One training)
 - ii. In person and/or more robust orientations for online students
3. **Update:** initial results of our recent DE/BSI and DSP conversations. What's happened, what is planned for the fall semester.
 - a. Candace presented that SCC will offer LD testing for the first time in 10 years, starting June 4.
 - b. Two new DSP counselors are starting this summer as well.
 - c. **BSSOT (Transformation Grant) Report.** Dwayne Hunt.
 - i. Rob Diamond, VP Finance, presented a complete accounting of the BSSOT allocations to date (see attached docs):
 1. 2016-17 allocation: only spent \$131,388 out of \$358,626 budget
 2. 2016-17 carryover (2016-17 funds spent in 2017-18)
 3. 2017-18 allocation: very little spent yet, because we were still spending 2016-17 money. \$393,696 remaining out of \$402,306 2017-18 funds.
 - ii. Josh gave some context about the kinds of information the committee wanted to see: in particular, a desire for transparency in use of the grant funds, and clear connections between the funds spent and the identified objectives & projects of the grant.

- iii. Dwayne then presented a document (attached) identifying each project funded so far from the grant, and describing the value, cost, and status of each project
 1. The groups discussed several items pertaining to the use of funds to support Math initiatives:
 - a. Math was unable to hire TAs due to lack of qualified applicants. They have used grant funds for embedded tutors instead.
 - b. Math has a task force working on curriculum changes and changes to the MAC to support the demands of AB705
 - c. Math is sending a team of 3 to CAP; in addition, SCC is holding OnCourse training, and Dean Ryan also suggests hosting regional pro dev for Math faculty at SCC
 - d. Dean Ryan says Math faculty needs as much support as possible, because AB705 represents a huge departure from their view of what Math is. In addition there is still debate between Academic Senate and CA Legislature & Chancellor's Office view, so they are trying to make the best decisions under the circumstances but the timeframe is very short.
 - e. Barbara responded to questions about what Math faculty receiving stipends from the grant are doing. They are not being paid to develop curriculum. They are compiling class activities / materials to be able to provide to people who will teach the new courses / co-reqs. She is unsure of their progress. One member (new FT hire) is involved with CAP and has a Master's in Ed as well as one in math, and has a lot of experience with interactive pedagogy; he is providing some peer-to-peer professional development for the group.
 - f. Corrine Kirkbride joined from the beyond (by phone) to present a handout (attached). SCC's MMAP math placement rules were developed based on RP group data and implemented through CCCApply & Banner. These rules were designed to give students the highest chances of success in the initial placement level. However, this does *not* guarantee the highest chances of throughput to transfer-level within 1 year, as stipulated by AB705. Actually, the AB705 mandates will be accomplished by maximizing initial placement level. In light of AB705 the rules will therefore need to be changed. Part of the timing of the next round of assessment changes will depend on when SCC math dept. makes the necessary curricular changes to come into compliance w/ AB705.
 2. Dwayne confirmed that henceforth, if any new requests come up for uses of the grant funds, they will be vetted through the Basic Skills committee. No such procedure had been established when the decision was made to pay the math faculty stipends.
 3. Josh confirmed that while we make our best effort to plan the grant activities as the time of applying, the grant is open to changes along the way, as long as those changes are aligned with the goals of the grant.

4. Dwayne stated that there is now a written request form that those requesting funds from the grant will need to submit, and these will be brought to the Basic Skills Committee for discussion prior to approval.
 5. Unspent funds have resulted from various reasons. For instance, in some cases resources weren't needed (e.g. we didn't have to hire a Banner consultant because we had internal expertise). Other times, projects took longer to get started (such as delayed TA hires) so the duration of the expense has been shorter than projected, reducing the cost to date.
 6. We have a remaining budget of \$796,002 to spend through June 2020. With this abundance of resources we have "no excuse" for not making the changes necessary to support the needed gains in student achievement / completion.
 7. Isabel suggests something akin to CAP may be needed for Counselors, to promote the paradigm shift & change in mindsets about student capacity that underlie Acceleration & the AB705 legislation. Counselors have a huge impact on initial placement of students and need to understand the reasons and goals / intent. Dwayne agreed, pointing out that under AB705, The burden is now on the institution to prove that students "need" any pre-req to transfer-level course work.
 - a. Dean Ryan gave the example that MAC is proving its worth; students are no longer required to attend MAC, but those who attend 12 hours in a semester have a 27% higher chance of passing their course.
 8. Heather suggested that telling students "you can" isn't enough—we also have to teach them how to use the resources. Also, hearing it from faculty or counselors may not be enough—peer mentoring /student ambassadors who have themselves "been there" and succeeded could be a really powerful way to get the message out. Isabel said that Dean Connor is creating that kind of outreach: former students going out to high schools.
 9. Jose asked what the structure of Math representation on this committee will be, with Barbara leaving. Josh stated that JDs should be coming out soon for the 3 Success Coordinator positions that will replace Basic Skills Coord positions (General, English, and math). Dean Ryan said he will promote greater participation of Math faculty in this committee, beyond whoever will be the next coordinator.
4. **Math Report.** Barbara Villatoro.
- a. Barbara presented a handout (attached) detailing the recommendations of the math taskforce. She stated that there are opposing interpretations of the law: Chancellor's Office says we are required to let students directly into transfer-level Math. State Academic Senate says we have a year to get students through, which would mean students can be required to take one preparatory course. SCC Math taskforce is currently planning with the Senate's interpretation as the assumption.
 - i. Math 310, 320 and 330 are being kept without changes to curriculum, but as of Fall 2019 these courses cannot be required.
 1. Jose pointed out that it may be problematic to keep courses due to the common occurrence of students under-placing themselves.

2. Dean Ryan defended the choice to keep these courses, stating that we can't assume all students who take them have the goal of degree/transfer-level coursework.
- ii. Starting in Fall 2019, Non-STEM students who used to place into the 300-sequence will be placed into either Math 112 w/co-req (8 hrs/week) or Math 11 w/co-req (7 hrs / week)
 1. Co-reqs will be paired / wall-to-wall as is done with ENGL 1/ 301D
- iii. STEM side: majority of students with STEM major goals would not be placed lower than 330 anyway (as far as we know); those students formerly placed in 330 will now be placed in Math 104 w/co-req. No plans currently for co-req @transfer-level courses in STEM pathway. However, that will need to be considered if the Chancellor's Office interpretation stands; Cuyamacca is having success with those models.
- iv. Changing the course sequence & structure is important and necessary, but if that's all we do, we won't see the desired success rates. We also need to make significant investments in support services, and improve the structure and predictability of those supports so that students can know about & plan to use resources (such as TA's, study sessions) from the very start of the semester.
- v. Faculty need additional training in activity-based teaching, both in advance of launching the new curriculum and also through the early semesters of implementation. It's not the way most math faculty have been taught, so it's unfamiliar in that regard, plus faculty have serious concerns about sacrificing content. Faculty perceive activity-based courses as "watered down."
- vi. This kind of culture shift is likely to be long and contentious, and unlikely to yield Cuyamacca-type success rates in the space of a year.

5. Adjourn.

Due to time constraints, the items below were held over for the first meeting in the Fall 2018 semester:

ESL Report. Melissa Reeve and Jose Cortes. Melissa will update us on what she has done and learned this semester, and where we are with our ESL program. What's working? What's not? We will also consider any needed institutional support, including multiple measures and its interface with Canvas

English Report. Josh Scott. Where are we, what are we considering, what's working, what's not.