



Solano Community College
Academic Senate
BASIC SKILLS COMMITTEE
MINUTES

Friday 10/20/17, 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), and George Olgin (ASTC)

Voting Members Absent: Dwayne Hunt (Administration).

Advisory Members/Guests: Melissa Reeve, Isabel Anderson, Sarah McKinnon, Shirley Lewis, Terri Pearson, Claudia Tenty, Pei-Lin Van't Hul, Peter Cammish, Dawn Carpenter, Claudia Tenty, **Heather Watson-Perez**, Jack Schouten, Andrew Wesley, Eric Beam, and Marcie McDaniels

Advisory Members/Guests Absent: Rebecca LaCount, Cynthia Simon, Genele Rhoads, Rischa Slade, Michael Wyly, Neil Glines, Nicholas Cittadino, Carlene Coury, Gale Anderson, Renee Nichole Hamlin, and Robert Payawal.

1. **Call to order** – Joshua Scott, Chair
2. **Comments from the public.** {None}
3. **Approval of 9/22 minutes.** Melissa Reeve.
 - a. **Approved** with the addition of Heather Watson-Perez as “present” on 9/22
4. **Equity and Diversity Action Committee (EDAC) on Friday, October 27th.** What sort of presentation do we want to provide?
 - a. It’s free to attend, but people need to register
 - b. Regular BSI meeting is canceled to enable members to attend
 - c. BSI Committee has a breakout session slot 12:40-1:30 on the general theme: “Basic Skills and Equity: Why It Matters”
 - i. We have a presentation on English curriculum changes ready to go, but are there other ideas people would like to see?
 1. George O: how about re-defining “Basic Skills,” and how we now talk about supporting, at an institutional level, the students we had previously (perhaps falsely) identified as “basic skills students.”
 2. Frame the presentation as a population who have been falsely labeled as “basic skills,” and we want to create an environment where these students thrive, instead of just survive.
 3. Placement reform: Placement is destiny

4. Josh, Heather and Sarah will present
5. **ASTC Discussion.** George Olgin. George led a discussion of the ASTC. Where are we? What's working? What work is still to be done?
 - a. George shared that the Tutoring Center Director resigned early in the semester, and he's been working to try to figure out how to get the ASTC and tutoring working together and functioning well to serve students.
 - b. Pei-Lin mentioned that we should be able to get SSSP funds for ASTC activities if we can track it as an intervention for identified at-risk groups
 - i. One idea was to have a specific CRN of TUTR 500 that those students would be directed to, to be able to count them for SSSP purposes
 - c. George gave a "state of the ASTC" update.
 - i. Some uncertainty about whether SARS data are complete / accurate, but it's what we have
 - d. Discussion around the low usage at Vallejo Center ASTC:
 - i. Change hours to reflect primarily evening population?
 - ii. 5-6 p.m. "rush" of students preparing for evening classes
 - e. What happened to embedded tutors in math?
 - i. Despite recruitment efforts, only one math TA applicant was selected, and he bailed shortly before the semester started
 - f. Student success workshops have been scheduled, but it's difficult to find faculty to teach them, and to get students to attend
 - g. George would like to grow the number of faculty who hold office hours in the ASTC and/or volunteer time there
 - h. George's position is only supposed to be 24 hours/week, but especially with Marcie's resignation, all ASTC management and scheduling responsibilities have fallen to him.
 - i. What can the ASTC do to support specific disciplines? There's a lot of room to grow and offer more specialized services, though having a 60% person running it limits accomplishing those goals
 - j. Revival of TUTR 50: Barbara asks: Logistically how will it work, to maximize access for all tutors (so it won't conflict with their own class hours)? George is trying to figure it out—maybe offer to class hours during Flex days, before classes start? Hours are currently "TBA" in the schedule.
 - i. May need to be co-taught by George and by discipline faculty
 - k. Terri: The ASTC needs to have a support committee / "work group" with a monthly meeting. This is where integration of all campus support programs can happen. The ASTC is in a great place with leadership (yay, George!) and culture, but it's not sustainable with just one person running it.
 - l. Josh: let's focus on infrastructure / support system
 - i. Barbara: Lots of different "tutoring things" going on; might be separate programs, but they need to coordinate and we need to be aware what else is going on.
 - ii. Jose: different programs are providing the same services to students. For students, it's hard not to have a clearly identified, single place to go for help. Services are divided by an artificial distinction between "basic skills" students and "transfer-level students" in Math. In Curric Committee the perception is being spread that lower-level students are somehow easier to serve.

- iii. Pei-Lin: We need to ensure we identify how any program will be funded. If it's funded by FTEs, we need to sort out how to collect the hours—and those decisions are beyond this group.
- m. Josh: What is our stance, as a committee?
 - i. Create more support for ASTC coordinator. **2 permanent, full time people, at a minimum, must be assigned to the ASTC.** Where is the administrative support?
 - ii. Funding—FTEs? Categorical funds?
 - iii. Recruit and train tutors
 - iv. Recruit faculty to lead workshops
 - v. Email ideas to George!
 - vi. How do we create more opportunity for support
- 1. **Follow up for Half Day Counseling/Assessment/Basic Skills Retreat.** Despite the fires, 40 people attended our half day retreat on 10/10, and overall the discussion seems to have gone very well. We will look at the post-it sheets and working document (attached) and attempt to finalize it, identifying both a) issues where we currently have consensus/solutions and b) areas where we need to work for positive change.

We discussed the notes from the 10/10 FLEX (attached)

Does everyone need to take Accuplacer?

- Candace: Counselors use it as part of multiple measures, and especially for students who aren't coming directly from high school.
- Peter: But haven't faculty determined that Accuplacer is not meaningful?
- Josh: Yes. MMAP project data show it's 0-17% predictive. On the other hand, a HS transcript represents thousands of measures.
- So, what are other ways to get multiple measures when students don't have HS records?
 - **English and math needs to create an alternate measure for a somewhat small percentage who don't have the data**
 - **Motion #1: If someone has high school transcripts or other measures, they should not take the Accuplacer test, and their prereqs should be cleared and their assessment step is satisfied. If we did this, then Assessment would become an orientation/reg lab/welcome center. The Engl and math departments should consider developing alternate assessment tests.**
 - **only ask students to take Accuplacer if they ~~have been out of high school for more than 10 years or~~ don't have/know their high school GPA; and task math and English with the creation of an alternate test, at least while we wait for CAI**
 - **Possible Motion #2: eliminate Accuplacer and task math and English with the creation of an alternate test, at least while we wait for CAI**
- Pei-Lin pointed out that before any consideration of eliminating Accuplacer, we need to be aware how deeply it's embedded in Banner and in COR for math, English and ESL.

- Terri: If we stopped using Accuplacer, does it eliminate the Assessment Office? Could that office be morphed into something that meets our current needs, such as serving as a reg lab?

2. **Adjourn.**