



Solano Community College

Academic Senate

Student Equity and Success Council

Minutes

Friday 3/22/19, 12:00-1:30pm, Room 135

Voting Members: Josh Scott (Student Equity and Success Coordinator, co-chair), Dwayne Hunt (Administration, co-chair), Jose Cortes (English Success Coordinator), Sarah Donovan (Math Success Coordinator), Candace Roe (DSP), George Olgin (ASTC), Michael Wyly (Pathways), Melissa Reeve (FYE), Isabel Anderson (Puente), Kimberly Ramos (Counseling), Jocelyn Mouton (TAP), Danielle Widemann (Math/Science), Maria Isip-Bautista (Social and Behavioral Science), Atticus Frey (Library), Terri Pearson-Bloom (Health Sciences), Dawn Carpenter (CTE), Claudia Tenty (Institutional Research), Erica Beam (DE), Bella Lopez (Student Representative).

Advisory Members/Guests: Irma Rodriguez; Damany Fisher, David Williams, Gregory Brown, Joseph Ryan, Kristin Conner, Neil Glines, Sarah McKinnon, Pei-Lin Van't Hul, Heather Watson-Perez, LaNae Jaimez, Rachel Purdie, Lauren Taylor, Antionette Troupe, Oanh Lam.

1. **Call to order** – Josh Scott
2. **Comments from the public.**
 - a. George Olgin raised the question of how better to engage and support the black community. Group members shared that Napa College appears to be doing a better job of supporting back students and this is one reason students from Vallejo are going there instead of SCC. Instructors who are interested in developing curriculum focused on communities of color may also be better supported at Napa. We notice a big reduction in opportunities to engage with the Umoja program since Dr. McCord's departure.
3. **The State of the Academic Success and Tutoring Center (ASTC) and our Teaching Apprenticeship (TA) Program.**

George Olgin and two student tutors from ASTC presented. See attached

- Sasha shared her experience with the ASTC “saving her” as she faltered after discovering her original major, nursing, wasn't a good fit. The support of the ASTC as well as working there helped her find her calling toward Social Work. She said that having the “home away from home” of the ASTC has been instrumental in keeping her in college and giving her a sense of purpose.
- Shae has worked as a tutor for several years since before the tutoring center was integrated with the ASTC. She spoke with great passion about how she loves her

job and how she feels the job of working with many different kinds of people helps to prepare her for her future career path in a medial support profession.

- George shared the current advertising materials for the ASTC, and the current tutor schedule that's posted on the college website. In addition he shared service usage data from SARS trak.
- Retention, course success, and GPA of students who have used the ASTC are all higher than those of students who have never used the service.
- ASTC Tutor 500 CRNs were set up in a way that allows capture of which classes students are seeking support in; MAC CRN's are not, so we can't see which math class students are seeking help in unless we track student IDs back to which class each student is enrolled in.
- How is the ASTC a welcoming, safe, student-centered space?
 - Students sometimes start by talking about their struggle in a class, but then venture into personal struggles (family, financial, etc.). The student tutor can't directly address these concerns but can make referrals to another service. Mostly the students just want to be heard—to vent—and once that's unloaded, they are more ready to learn. Tutors sometimes offer coffee or tea and just listen.
 - George would like to see more student services actually stationed in the ASTC so that referrals to counselors or other kinds of specialists could be very direct/ immediate.
 - Getting more faculty conducting informal office hours in the space would be great as well.
 - Comments from the student tutors:
 - One student tutor mentioned that there's been a marked drop in student's shame around attending the ASTC.
 - There has been a huge increase in students who attend as the direct result of an instructor referral.
 - Students come back to proudly report their successes as the result of the help they receive
 - George is amazing, both in assisting students and as a supervisor
 - What about classes that don't have a tutor in the ASTC?
 - Tutors do their best to address student questions about any class, even if it's not their specialty. It's not always necessary to have a tutor in every discipline because tutors can often assist students just by helping them carefully read the question or problem.
 - However, instructors should work with George to try to place more tutors for specific classes if the student population and need demands it. We also need new tutors all the time, to replace the experienced ones as they graduate.
- The biggest challenge to the ASTC right now is the lack of a clear short- or long-term institutional vision for the ASTC. The current structure doesn't seem sustainable.
 - Will M. expressed that this issue is one reason the math faculty are reluctant to combine the MAC with ASTC. They believe the MAC is working, and don't want to relinquish their control of it when they can see that the structure and future of ASTC remains unstable / uncertain.

- Neil asked how much money the ASTC & MAC are generating in positive attendance. Pei-Lin estimates it's around 23 FTEs (23 x \$5000, so around \$115K)
- George suggested the Senate or some other faculty body needs to provide oversight of ASTC; it shouldn't depend entirely on Administration
- "MAC vs. ASTC":
 - Having separate sign-in process for math tutoring under TUTOR 500 (ASTC) vs. Math 505 (MAC) is confusing for students. Depending whether faculty or tutors will help them, they have to sign in for one or the other.
 - Math faculty are apprehensive that ASTC wants to "take over" the MAC and run it differently. The "MAC vs. ASTC" tension is perceived by students as well. But as far as the student tutors are concerned, there's no reason to be adversarial, since everyone's just trying to help.
 - Danielle pointed out that Math is a major issue at SCC and another reason students choose NVC is to have a different math experience from what SCC offers. In addition, MAC and ASTC appears to duplicate services for math help, and they need to come together to provide a seamless system for students.
 - Math faculty defend the importance of faculty in the MAC, which they believe is superior to student tutoring help.
 - Student tutors report that students tell them they don't get the 1:1 help they need in the MAC
 - Maria Ix has heard from students that they go to ASTC specifically *because* they want things explained differently from what they get from faculty.
 - Physical distance between MAC and ASTC is another obstacle. Maybe just sharing space would help. Really sharing, and not taking turns (as is currently done at the centers)
- Other general comments:
 - Lauren wondered if faculty in other disciplines could earn load for serving in ASTC the way that math faculty can work in MAC as part of their load
 - George says he'd prefer to involve faculty in other ways such as training tutors—he thinks it's a better use of funds than paying instructor load.
 - The ASTC space in the new library will be larger
 - Student study groups can and do reserve study rooms, and we should encourage more of this. Currently there are only 2 rooms.
 - Student tutors in the ASTC are eager to serve as ambassadors.
 - Instructors should also walk their classes over to see where the ASTC is. Few regularly do so, but it's a powerful move in connecting students with the service.
- George pointed out that in light of performance-based funding, it's even more crucial to develop a clear vision and commitment to ASTC
- Michael pointed out this is also critical to the "stay on the path" pillar of GP
- AB705 also creates a greater need for support as more students with different preparation levels enter transfer-level English and math
- Need more robust training for tutors— where is the funding for that?

- Currently tutors receive only 8 hours of training, and George reports he had to fight to get that paid for. He can't get clear answers about how much funding there is or where it's coming from.
- Michael shared that the EEO plan calls for actively “growing our own” faculty in disciplines where we struggle to attract diverse faculty applicant pools. We could connect this to ASTC and other SESC efforts.

Next steps:

- 1) Identify plan, publicize plan, ensure robust input
- 2) Integrate ASTC/MAC in a way that feels meaningful, safe, etc
- 3) Drill into data to identify students, broken down by population, DI, 500 vs. 505, etc
- 4) Coordinator needs a budget and access to budget, to the new ASTC plan, etc.
Coordinator needs to be involved in developing the budget and the plan
- 5) develop / institutionalize method of recruiting and training tutors
- 6) address issues of pay/sustainability
- 7) look at spaces/issues related to centers
- 8) online tutoring?

4. **Adjourn.**

Upcoming Meetings:

April 12th: Student Equity Plan

April 26th: How best to support our DSP students

May 10th: The Dreamers Center—its [status](#) and [how best to support our undocumented students](#).