



**Solano Community College**

**Academic Senate**

**BASIC SKILLS COMMITTEE**

**Minutes**

Friday 1/26/18, 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), and Dwayne Hunt (Administration).

**Advisory Members/Guests:** Rebecca LaCount, Melissa Reeve, , Neil Glines, Claudia Tenty, Pei-Lin Van't Hul, Peter Cammish, Dawn Carpenter, Heather Watson-Perez, and Corrine Kirkbride.

**Absent:** Cynthia Simon, Genele Rhoads, Isabel Anderson, Michael Wyly, Nicholas Cittadino, Sarah McKinnon, Shirley Lewis, Terri Pearson, Rischa Slade, Carlene Coury, Gale Anderson, Renee Nichole Hamlin, and Robert Payawal.

1. **Call to order** – Joshua Scott, Chair
  - Josh stated he would like to postpone item 6 (BSI Coordinator positions) to accommodate an overly-ambitious agenda
2. **Comments from the public.** (None)
3. **Approval of 12/8 minutes.** Melissa Reeve.
4. **ASTC update:** On December 8<sup>th</sup>, we discussed the state of the ASTC—where it is, and what our common vision should be (see 12/8 minutes for more). At the end of that discussion, George was tasked with creating a taskforce to focus on the following issues:
  - Understand/research online options
  - Develop tutor training—support George on this
  - Integration of ASTC/MAC
  - Work on apportionment issues

George will share recommendations from the taskforce's first meeting

Task force met on 1/19 and made 4 recommendations (see attached handout)

- Training:
  - There is a sense in the task force that all SCC tutors should be scheduled through ASTC and should go through an ASTC training process.
  - The current 60% Coordinator position is insufficient to manage this.
  - What are the parameters of our ideal embedded tutoring program? Which courses should have this option? How do we measure effectiveness?
- Encourage students to use ASTC:

- Right now is a very vulnerable time for students—as the first tough assignments come in, students want to bail. How do we catch them at this critical time?
- Task force felt that increasing faculty engagement is the way to improve student utilization.
- Campus outreach: working on web page improvements. Also working with Erica re: how to use Canvas to get information to students.
- Faculty Engagement with ASTC
  - Work with Peter to put together faculty survey.
  - Encourage faculty to schedule an office hour each week in the ASTC
    - Josh, Jose, Erica and some Chem faculty have already started
- ASTC and MAC
  - Having separate locations, services, and course numbers has been an issue in terms of collecting apportionment as well as in terms of student ease of use
  - How are we going to address this as a collective entity / college? Individual initiatives may well-intended and functional in isolation, but the sense of competition and lack of common cause creates unwelcoming space for students.
  - Summer / Fall Registration starts soon, and there may be problems retrieving data on Math 505 (new MAC course number) if it's not set up properly.
  - How are students supposed to know what to log into if they are given multiple options for course number log-ins in ASTC?
  - TUTOR 500 is supposed to be tutoring only for basic Skills level coursework. So Math has developed Math 505 for transfer-level tutoring. Dean Ryan wanted to ensure that any apportionment collected by MAC meets the legal definitions laid out in the Outline of Record
  - But there is other non-BS tutoring happening in ASTC—for example, Chem tutoring. Maybe we need to re-write TUTOR 500?
  - Dwayne: To collect any apportionment at the transfer level, the model is supposed to be Supplemental Instruction, not peer tutoring as currently done in TUTOR 500. SI definition: primary person is the faculty member teaching the course, and SI is explicitly written into the curriculum or syllabus. Certified faculty (in the discipline??) must be present for the tutoring (?). MAC always has certified math faculty during open hours.
  - There's a lot of confusion at the Centers, where services are located in the same room.
  - Need to think ahead about how we will support Stats and Math 112.
    - If the number of students with earlier access to Stats increases, we'll have more successful completers who could potentially be tutors
- Is there any vision coming from the Executive leadership about what student support will look like, moving forward?
  - At Dec. meeting, Celia asked us to refine our stance and push it forward.
- Following discussion, Josh asked whether the committee was ready to make motions on any of the following:
  - Integration of ASTC / MAC (including BS / transfer-level distinction)
  - Supporting ASTC (faculty office hours)
  - Tutor training
- It seemed that before the committee can take any stance, we need more information about whether TUTOR 500 really is limited to basic Skills— we need to make sure we

have a resource students can use throughout their time at the college in courses at all levels

- **Motion: We don't want to create an ASTC which only serves BS students—we want to serve all students, and we don't want to focus on “deficit model” where we label certain students as “basic skills”**
  - Unanimously approved
- **Motion: Ask each Senator to spend one office hour a week in ASTC**
  - Unanimously approved. George and Josh will pursue this at the next Senate meeting.
- **Motion: The ASTC will be the center of all tutor training at SCC, using TUTOR 50**
  - Unanimously approved
- **Motion: We need someone who meets ed code qualifications and is specialized in learning center pedagogy in the ASTC spaces at the Centers and main campus to supervise tutors at all times.**
  - Unanimously approved
- **Further work for ASTC taskforce:**
  - Get clarification on ed code: do we need to separate basic skills and transfer-level tutoring?
  - Deal with registration issues / logistics
  - Focus a whole meeting on the ASTC v. MAC / TUTOR 500 v. Math 505 questions—include Barbara and Dean Ryan in the meeting
  - Get clarification on Ed Code re: Certified faculty presence as requirement for collecting apportionment
- 5. **Multiple Measures Data Discussion.** Peter Cammish will share success rate numbers for students placed in English and math with Multiple Measures. We will discuss these findings and recommend next steps.
  - See attached handout & Peter's presentation.
  - Multiple Measures data indicate that new MMAP Math rules decelerate many students compared with the old system of counselor approval.
  - Per Barbara V.: Math Task Force goals are to have Math 112 and Stats co-req pilots running by Fall 2018, and STEM pathway co-req Math course running by Fall 2019.
  - ENGL 1 / 301D pass rates dropped sharply between Fall 2016 and Fall 2017; need to figure out why (77% down to 60%)
    - i. However, pass rate in straight ENGL 1 is at 78%, high mark for recent years
  - Some students voluntarily enroll in lower level than they place in: 12% in English and 30% in Math
    - i. Sometimes this is due to Counselor advice, but this did not account for most cases; there were not clearly discernable patterns
    - ii. Pass rates are so much better for students who go into the appropriate level—rates are poor for students who self-decelerate
  - Candace reports that the Co-req offering in English has been a huge boost in confidence for DSP students who have always had IEPs. This boost overrides reservations about the high number of contact hours.
    - Heather suggests that each department develop an info handout explaining what the extra hours of the co-req are used for—Reassure students that it's not additional lecture hours.
    - Also emphasize that more hours per week saves semester(s) in the long run
    - Neither instructors nor counselors have had a lot of pushback from students about the high contact hours.

- Math success rates at 2, 3 levels below transfer are in sharp decline since 2013-14
  - One problem is that students have too many choices
    - It's going to get worse before it gets better, as math will add co-req courses but not eliminate any courses yet.
    - Students who voluntarily self-decelerate have particularly poor pass rates, and usually once they fail, they never enroll in Math again. Is there an affective component to why they place themselves down in the first place, that also increases chances of eventual failure and disappearance?
  - We all can be better informed about metacognitive skills and how to increase explicit instruction on these skills in co-req courses in English and math.
  - Overall, here are 3 items we will want to focus on to support students placed with MM.
    - **More robust intake (cover this in a future BSI meeting)**
    - **Provide co-req, support in math ASAP**
    - **Focus on metacognitive skills in co-reqs**
6. **Basic Skills coordinator release position, BSI committee.** As you may know, Tracy Schneider's English Basic Skills Coordinator position (20%) ended in December, and Josh Scott's BSI Coordinator position ends in May. Barbara Villatoro also holds a Math Basic Skills Coordinator position (20%). We will briefly discuss the coordinator positions to determine to what extent we should modify them, and we will also take the opportunity to revisit a possible renaming of our committee (Student Success and Equity Committee?)
- **Held for future meeting**
7. **Adjourn.**