

Developmental Education Committee

Meeting Minutes

March 5, 2020 • 2:30-4:30pm • Math Conference Room

Attendees: Katrina Keating, Ian Thomas-Bignami, Kristina Gomez, Rosa Armendariz, Heidi Goen-Salter, Khrystyn Paminutan, David Hagerty, Lindsay Kong, Katy Agnost, Asa Scherer, Kelvyn Moran (guest), Nicole Gomes (guest)

1. Announcements/Updates
 - a. Spring Recess meeting rescheduled for April 9
2. Notes approved
3. SES update – Rosa Armendariz
 - a. Susan’s update email to campus about SES and chairship
 - b. 3 work groups gave updates on major progress and bodies of work
 - i. Dev Ed reported on Summer Institute and Math Leap
 - c. Still meeting to discuss budgets
4. AB705 Data Update – Ian Thomas-Bignami
 - a. There are a number of ways AB705 is being assessed per department
 - i. College level scale – workgroup through SEA program to request data from District on success rates
 1. Put qualitative survey to faculty last semester
 2. Getting limited data and narrowly defined and only focusing on placement process
 - a. Some data that has come through can be pulled through Tableau
 - b. Overall success rates are needed
 3. Formative plan to update program while in it and develop a longer term plan
 4. There is a need for a part-time researcher position – touch back to Integrated Plan with line item for this and bring back to SEAP Planning team.
 - a. Advocate for in own circles and in Program Review
 - ii. Handout*
 1. Raw success rate numbers, there is no clear identification of what is retention
 2. Question around “number of students re-enrolling.” There is not a clear understanding of what is meets retention criteria in this report (i.e. exact same class re-enrollment or college re-enrollment)
 - iii. Becky Opsata will be sending a call out to those involved in AB705 work to collect data, add to shared drive, and categorize what data has been collected
5. English and ESL Program/Course Sequence Update – Kelvyn Moran
 - a. ESL AB705 compliance date is fall 2020. Compliance means classes and skills should be integrated and a new pathway for transfer students to get into transfer level English in 3 years should be created. In addition, create Guided Self Placement assessment tools to do away with traditional assessment.

- b. There will be 6 levels of ESL
 - i. Entry level will be beginning academic level design for students who have a foundation of English but need more intense focus and practice
 - ii. ESL 122AL – 5 unit course for multilingual students
 - iii. User guide of differing courses is in process for faculty and staff to understand what courses mean (3 columns)
 - a. Date and expected course start date
 - b. Add general English course sequence on the backside
 - c. Consider Tiny URL or QR code
 - 2. Listening and speaking
 - 3. 5 unit reading and writing courses with emphasis on deeper skills and support for grammar and study skills
 - 4. Grammar sequence
 - c. Experimenting with non-credit: entry level students can take ESL 065 and 067 as a non-credit (no tuition fee). These are accessible to all and repeatable. Course material costs may still apply.
 - i. Students that do not meet the California resident requirement can take these courses
 - d. Fall 2020 catalog will reflect new sequence of courses as addendum
 - e. Send a set to counselors to have while meeting with students
6. CAP Fourth Annual Statewide Conference Info
- a. Conference was more grounded in pedagogical interventions in the classroom, what strategies are being used and how are challenges being confronted.
 - b. A lot of sessions clarified the work that needs to be done with the 2020 Summer Institute
 - c. There was data and sessions that focused on success rates of students in different programs. Different models were shared of how to structure programs and how to provide different forms of support.
 - d. Back of program lists the main publications coming out that will be hosted on the CAP website. Two to highlight:
 - i. Getting There II: A Statewide Progress Report on Implementation of AB 705 (2019)
 - ii. Access, Enrollment, and Success in Transfer-Level English and Math in the California Community College System (2019)
 - e. CAP website has a copy of the conference program and gives access to the individual session materials that were shared (<https://accelerationproject.org/Fourth-Annual-California-Acceleration-Project-Conference>)
 - i. Share with COP folks in Math and English
7. Math Leap Update/Feedback Request
- a. There will be a focus on statistics and statistics-mindset
 - b. 4 days, 9am-1pm, lunch provided, 2 weeks before classes start
 - i. Night class will be offered as well – connect with PACE
 - c. Focus on students that have already enrolled in support course for statistics or if they are in their first year

- i. Katrina has been working with Kim Christiana
 - d. Feedback on name rebranding name
 - e. Non-credit, free
 - i. Consider as a fall class so students only need to apply for fall (not for summer as well)
 - f. Promotion
 - i. Viking Day
 - ii. Email
 - iii. Flyers to Counseling 95 instructors
 - iv. Flyers to DSS who will be registering students last week of April/first week of May
- 8. 2020 Summer Institute (SI) Update (1:13:00)
 - a. SI be faculty-focused thinking about specific pedagogical practices through an equity lense
 - i. Caring Campus will focus on staff PD
 - b. Organized an inquiry model community of practice
 - c. Participants will be grouped in smaller cohorts
 - i. Will go through an equity training and onboarding into an inquiry model
 - ii. Series of workshops that are focused on particular pedagogical interventions
 - 1. Relationship building
 - 2. Authentic care
 - 3. Data training for faculty to look at own student success data in their courses
 - a. Focus on disaggregated data think about how to use success rates and equity gaps to inform pedagogical interventions
 - 4. Cohorts will form during SI and will continue through flex week and through fall semester to share out on how implementation of practices is going and what they are seeing
 - d. Attendees: focusing on getting broad representation from across the campus
 - i. Each department will be encouraged to nominate or invite a few people
 - ii. An additional list will be collected of interested folks
 - iii. 40-60 participants
 - e. Save the date will be sent out in about a week
 - i. Follow up with Deans and departments on how to sign up
 - f. Training/Workshops
 - i. Onboarding for inquiry model – Al Solano
 - ii. Equity training – TBD
 - 1. Internal or external
 - 2. Inclusive of discipline perspective
 - iii. Workshop Facilitators – TBD