

Developmental Education Committee Meeting

Minutes

September 6, 2018 • 2:30pm-4:30pm • Math Conference Room

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**Attendees:** Kristina Gomez, Concha Gomez, Ian Thomas-Bignami, Heidi Goen-Salter, Katy Agnost, Jenny Freidenreich, David Hagerty, Peter Willett, Rosa Armendariz, Kenyetta Tribble

**Guest:** Newin Orante

**May 17, 2018 minutes approved**

**Adding Membership**

Ian Thomas-Bignami is new co-chair

Concha Gomez, from math, will be a member-at-large. Peter Willett (math) has also joined.

New student for ASDVC rep – Ian put out a call to Kelvyn Moran and Dorian Eidhin for a student that has gone through Dev Ed or ESL. Concha will also will look for a student.

A representative is needed from Student Services, possibly Assessment. Rosa will follow-up on this.

**Update on English retreat and coordination efforts of AB705:**

Dorian Eidhin (Dev Ed emphasis), James Wilson (Composition emphasis), Megan Hansen (ESL emphasis) has 3 coordinators for English's AB705 implementation.

A workgroup was also created that met 3 times over the summer. This workgroup worked on planning the English retreat and on the professional development series that trains faculty how to teach the English 122 with co-requisite course. It was funded for the summer work and is still continuing in an unfunded capacity. This group will continue meeting once a month.

FA18 – PD series – Will start later in September. There is a 6-session format and an intensive format for those that cannot attend the 6-session format. Workshops will be led by faculty within the department with certain areas of expertise. The goal is to offer this again in the Spring.

English Retreat – 50 seats filled and Mary Gutierrez was able to attend – provided broad range of information related to AB705. Topics included English 122 writing (what the writing looks like and what it should look like), norms, adaptive pedagogies and effects on ESL program.

**Update on Math retreat and coordination efforts AB705:**

Math retreat was focused more on curriculum than on AB705 itself and had 30 attendees. The group discussed effective domain, what keeps students from being successful, and how student services could also support these students.

Workgroups over spring and summer semesters created co-req courses for 142 statistics, 135 college algebra, 120 intermediate Algebra. Developed curriculum and missing gaps for students that come into being placed into transfer-level, regardless of background. This needs to be submitted for curriculum review by October 15, 2018.

Pedagogy can be a focus of discussion for the next year with Dev Ed and partners. This can be integrated into DRWAC, now called RWAC.

### Updates:

- **DSS Project, David Hagerty** – embed Instructional Assistants (IA's) in Dev Ed math and English. There were 11 instructors initially, but 3 sections cancelled. Two IA's are hired for 5 sections (One IA is 2 sections and the other is in 3 sections). Check in with instructors in week 8 or 9 to see if a new proposal will be needed for Spring.
  - 2 sections of math 90
  - 2 sections of math 120
  - 1 section of math 75
  - The sections were chosen by number of identified DSS students
- **Instructional Videos, Jenny Freidenreich** – there was a delay in picking up surface pros. The project has pushed back a semester. With AB705, the project group cannot meet until November. Participating instructors are still encouraged to pick up Surface Pros. Jenny has made videos and they have been put up on YouTube. Link is shared through canvas.

All should document experience working with IT on this project (chairs and Rosa) for future projects. How can we support people that are involved in project to stay engaged? Someone can put together How-to's for others that have not yet made a video. A Youtube channel or canvas site can be crated for group.

- **Umoja Mini Summer Learning Institute, Heidi Goen-Salter** – created a 2-day learning institute for the statewide conference that not everyone can attend.
  - How can you Umojify your area? It really is broader than Umoja – how can you work with the African American population in your area?
  - Heidi will reach out to participants to follow up on Umoja Mini-SLI plans moving forward.
  - 22 people attended
  - Enhances ripples of Umoja's connection – Learning community, Friends of, now this diverse group of staff and faculty
  - Currently paying OAS, may not be sustainable, move more towards variable flex credit. Think about when to offer – keep summer, offer before summer session?
  - Professional development may be looking to have an equity strand. Can this be worked into this?
  - Increase number of math faculty who attend mini SLI to make sure math-linked course professor has gone through Mini SLI, as opposed to class/professor that fits into schedule. Math scheduling is very early. Yvonne has tried to coordinate to have specific instructors.
  - How to run SLI one more time as we have been, or change, and move towards institutionalizing as variable flex, lunch included.
  - Connection with AB705 pedagogy and being more intentional with trainings and supports work in initiatives.

### Updated on Student Equity and Achievement Program funding formula – Newin Orante

Newin came to provide early analysis and implications of this initiative from the State with the work we are doing here at DVC.

### **Overview and Timeline**

- **Fall 2012** – Student Success Act passed
- **2013-2014** – Development of 3SP program
- **2014-2015** – First year of Student Equity that California Community Colleges were receiving funding for it.
  - Independent plans
  - Independent funding allocations
- **2015-2016** – Dev Ed/Basic Skills, pulled in with 3SP and Student Equity.
  - Independent plans with developed crosswalk
  - Independent funding allocations
- **2016-2017** – hiatus of plan writing
- **2017-2018** – Integrated Plan (SSSP, Equity, BSI)
  - Single plan with common goals
  - Independent funding allocations
- **2018-2019** – Student Equity & Achievement Program
  - Required Student Equity Plan and Continuation of Integrated Plan
  - Funding Allocation *consolidated* (new funding formula)

Student Centered Funding Formula and Student Success Allocation measures\*\*

### **Budget Update**

17-18 – Basic Skills Initiative received large augmentation of \$414,000 in two different communications. BSI funding has been spent over 2 years. We spent \$189,574 through June 201, 2018.

The remaining BSI funds are \$361,877 and could be rolled over for next year also.

Review activities in the Integrated Plan to see what we can commit to and re-estimate budgets. Rosa can bring a projected budget for next meeting based on what is committed for release time and projects.

Report due in October – update on expenditures. Another report is needed for the Integrated Plan – need to state if money will be returned to the state. Budget and project check-ins will be continued at Joint Meetings.

Discussion needed on how Dev Ed should spend the money, especially because the time to review proposals is reduced based on changing the second Dev Ed meeting of the month to a Joint DevEd/3SP/AEBG meeting.

Spending: 5 categories: distribute expenditure guidelines to committee

**Math Leap:** An accelerated short-term with 2 levels. Students can review math through one of these sources: Math 75, math 85 and now, math leap. Math leap was put through an experimental course request and was approved by curriculum and by the state.

This semester, it is an approved course as 80LNC (non-credit) and 80MNC. Full apportionment that pays for instructor. Non-credit is free to enroll. Other courses use ALEKS, \$50 in student material fees. ALEKS PPL is \$15 per student and can make it a student material cost.

\*\**attachment*

- No IA's or snacks

1<sup>st</sup> one of level 1 cancelled because there were only 5 enrollees (Math 75's and 85 took care of the population Math Leap would serve).

Next one in October – shorter (20 vs semester long course) intense review of pre-algebra.

- Level 1 has direct instruction for 20 hours (After this, student can take ISSA to get into Math 119)
- Level 2 is 8 hours and is through ALEKS PPL. It is 8 hours of guided beginning instruction.

Math Leap goes against normal mode of operation. Math Leap was designed to skim 75 and 85. How do students know about this? Flyers on campus, past Math Leap attendees, counseling classes, and an AEBG announcement. Support students that are not at level, for push.

BSI funded pilot math leap during summer.

Consider scheduling around when majority of students drop courses, before registration, after taking assessment.

SRC – one section of 75, 90, self-paced – Could be used before term of registration because students that are placing lower because they do not want to do multiple measures. It should work with the math lab because they are the go-to.

English will consider this as well – late start or support courses.

### **Upcoming conferences:**

RP group webinars: send to committee, reserve a room, watch together. Recorded to see later.

Free workshop @ARC 9/21. “Grassroots faculty-led network to support efforts to close the opportunity gap in Math education” (about 3 to attend)

- travel will be reimbursed – support conferences that are AB705 related.

CA Acceleration Project – Emeryville – 9/28&29 = AB705

- 1<sup>st</sup> day altogether, 2<sup>nd</sup> day split English and Math (Despina already put call put to fund through math department)

DVC AB705 English Coordinators arranged for John Hetts to come (from RP group) to discuss numbers and research on Monday, September 17

- Send to 3SP and Equity, LC101, 2:15-3:30pm English, 3:30-5pm math

**Next Meeting: Joint DevEd/SSSP/Equity Meeting 9/20/2018, 2:30-4:30pm, SSC232**