

Developmental Education Committee Meeting

Minutes

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

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

**Guests:** Dorian Eidhin, Lindsay Lang, Sam Needham

**November 1, 2018 minutes approved with amendments:** Amend RWAC decision: “Approved funding through Spring 2019.” Remove leads from Counseling, English, Math retreat.

**Updates on Existing Proposals:**

**RWAC Program Coordinator Position**

This position was reviewed by Dev Ed, Professional Development, and the larger deans’ group with Mary and Newin. Rick Robison, will be the home-base for this position. The position was posted position last week with reassign time starting at .25. Applications are open through tomorrow. Rick Robin, Ian Thomas-Bignami, Kris Koblik, and Katy Agnost will be on the review committee.

**Counseling-English-Math Retreat**

Will be on Monday, December 10, 3:30pm-6:30pm. Retreat is mostly for Counseling.

**DSS Imbedded IA’s**

Original proposal was to embed Instructional Assistants(IAs) into 10 sections of developmental math and English that registered DSS students (typically between 3-10 students) for Fall 2018. IAs can help any student in the class and the DSS students are not identified. There were 10 requests, mostly math. Sections were either cancelled, did not have enough DSS students or there was not a qualified IA for that section (statistics). Five sections were filled (5 students per section) with 2 IAs hired.

David conducted a survey following midterms of all involved. David received responses from 10 students, 2 faculty, and 1 IA. Overall had positive feedback.

Another survey will be done at the end of the semester. All funding was not utilized, asking to continue through Spring 2019. Fall 2018 IAs would return for Spring 2019. Recommendation to send an email soliciting interest (2 from math – Statway and math 85).

Question around IAs meeting with students meeting outside of class time.

Spring: build in more implementation of survey. Timing: send tomorrow, Wednesday, or by Friday of next week.

**Decision: approved to extend through Spring 2019.**

**Adjustments to Existing Proposals:** Updates/clarifications of first 2 proposals.

English AB-705 Coordinator Positions (Spring Continuation)

Continue into spring 2019.

English AB-705 Professional Development Workshops (Spring Continuation)

Budget for Fall cost of Professional Development. Program rollover and continue in Spring 2019. Request to duplicate funds for Spring semester.

There will be 8 workshops plus 1 intensive (January 2019).

Dorian will share the schedule for the workshops. Anticipate 7-10 people to attend each one.

Spring 2019: Create sign in sheet with option of flex or pay checkbox.

Math 85 and 119 Professional Development (Additional Hours) Coordinate Professional Development for Math 85 and Math 119.

Backside of proposal shows changes in darker bold.

**Decision: Approved**

**New Proposals**

Math AB-705 Taskforce – Lindsay Lang

Original proposal covered Summer and Fall 2018. Number of hours at OAS rate are to participate in activities outlined in table.

Focus areas include but are not limited to alternative to Statistics, tutoring, transfer level classes, self-paced, guided self-placement program. Zero hours in # of hours means it is strictly coordination work for the coordinators that already have reassign time for this.

Second table are hours needed to create 3 self-paced programs (85, 119, 191) and update 135SP. Reassign time are hours converted to reassign time.

Asking for 50% reassign time for coordinator, 40% for self-paced work, and 160 hours at OAS rate

40% reassign time: people are interested in doing this work.

**Decision: Approved with follow up on budgets and reassign times and connect with Deans and department chairs.**

Math AB-705 Professional Development(PD) for Spring 2019

Four strands of PD identified: affective domain, social justice/equity, active/metacognitive learning, and curriculum training focusing on contextualized and differentiated instruction.

Statway support is folded into this proposal to meet need for Spring. Develop ongoing plan for following year.

AB705 spreadsheet of reassign time to make sure time is being assigned equitably

Connect with PD committee. Use Ian as connect. PD and RWAC coordinators to attend PD committee meetings.

**Decision: Approved with follow up on budgets and reassign times and connect with Deans and department chairs.**

Differentiated Instruction Project

With AB705, there will be more of a range of skills within one class. Differentiated Education would address different needs with the same outcomes. You are allowed to sign up for Harvard Grad School of Education program, focused on differentiated instruction, as an individual or as a team.

Include OAS for prep time for professional development workshops (10 hours of prep total) plus workshop time (2 workshops x 2 hours each) = 14 hours of OAS

Add line for materials/supplies

Library/Learning Communities Project

Working with Learning Communities for Spring 2019. Instructors have yet to submit textbooks for Spring classes.

Have books on reserve in Library to increase access. Cannot purchase books directly for students.

Access codes are being used for math courses. Question if access codes an allowable expense.

Question around included MESA that has no developmental education courses.

CAP conference (February, 2019) professional development

There are 3 new co requisites with math courses for Fall 2019. There is a 3-day CAP (California Acceleration Project) conference in February that includes sessions for both Math and English. Conference will highlight colleges that have already been teaching these support courses.

Have participants register for early registration, before we return from the break.

5 people from English are interested.

**Decision: Approved to add attendees as needed.**