College Committee on Developmental Education
Minutes
September 16, 2008

Members Present:
Sylvia Bello-Gardner
M. L. Bettino
Jan Connal
Suzanne Crawford
Bonnie Helberg
Mary Hunt
Young Kim
Ilva Mariani
Sue Parsons
Bryan Reece
Martha Robles
Virginia Romero
Sally Sestini
Joanne Sugihara-Cheetham

Members Absent:
Geri Codd
Renee De Long Chomiak
Jack Swanson

Guests:
Stephen Johnson
Carolyn Chambers (SEM)
Kimberly Rosenfeld

Dev Ed Coordinator: Francie Quaas-Berryman

Jan Connal called the meeting to order at 2:05.

1. Welcome New Members: We welcomed Mary Hunt who will replace Kay Follett from DSPS

2. Approval of minutes: Bryan Reece moved to approve the minutes of the September 2, 2008 meeting. The motion was seconded. There were two corrections to the spelling of names of committee members, and a couple of typos were identified and corrected. The minutes were approved as corrected.

3. Conference Reports:
   • Sue Parsons shared information about the “Learning Communities Institute: Pedagogies of Intentional Integration”. The conference will be held January 21, 2009(co-sponsored with the Adult Education and Training Program of the College of Education, Seattle University, Seattle, WA. The Washington Center website has more information www.evergreen.edu/washcenter.
   • Sally Sestini announced that the 2009 NADE (National Association for Developmental Education) will hold its annual conference February 25-28
   • Francie Quaas-Berryman announced a Teaching and Learning Colloquium at Pasadena City College, Nov 14-15, 2008. There are also several conferences and workshops listed on the Basic Skills Initiative Web Site.
   • Jan Connal commented that we might want to be more assertive about announcing conference opportunities campus wide. ML Bettino recommended working with Debbie Thomas and Staff Development. Ilva also suggested working with the Daily Falcon announcement system.
4. **Draft 2 of ‘knowledge-building’ policy statement for Dev Ed conference funds and associated attendee form**

- Jan Connal presented the latest draft of the statement with the revisions recommended by the committee at the Sept 2 meeting.
- There was discussion as to whether reading, writing, and math should be specifically spelled out or if this should be left open as college readiness. Since the wording focused on “readiness” rather than on the specific courses, there was general consensus that the wording of the policy would not exclude faculty and staff from other content areas.
- As we looked at the definition of “Developmental Education,” Ilva Mariani also recommended changing “Developmental Education at Cerritos College includes. . .” to “Developmental Education at Cerritos College encompasses. . .”
- There was also discussion about “. . .support services for students and English Language learners. . .” Did this imply English Language learners were not students, or is this a way to highlight the emphasis on this group of students. The statement was revised to read “. . .support services for students, including English Language learners, . . .” to highlight this particular group of students.
- Joanne Sugihara-Cheetham recommended changing “speaking and listening, and student development” to “and/or as not all students will struggle with all of these issues.
- Sue Parsons also recommended changing the language “The committee asks conference attendees to complete the attached form and share ideas. . .” to “. . .requires conference attendees. . .” to make a stronger statement.
- A Motion was made by Sally Sestini and seconded by Bryan Reece to approve the Conference Fund Policy Statement with the discussed revisions. The motion passed.
- At the next meeting we will look at the proposed report form that will be given to faculty/staff to help them develop their report and presentation.

5. **Update on RFA and Process for determining “Development/Expansion” grants ($60,000).**

- The RFA went out to the campus last week.
- Sally Sestini recommended asking the grant readers to rank the proposals. The committee will respect the ranking and recommendation of the grant readers by not jumping down the ranking list to fund proposals further down the list while skipping others that were ranked higher.
- Sue Parsons recommended developing a rubric that would help the readers evaluate the grants based on what the committee values in Developmental Education.
- There was also discussion about who the readers would be. Would they be members of the committee who are not involved in the grants? Or would they be members of the campus community who are knowledgeable of Developmental Education concerns. There was consensus that the readers would not be committee members but would be part of the campus community who are knowledgeable. They will then use the rubric that will be developed to evaluate and rank the proposals.
- Jan Connal and/or Francie Quaas-Berryman will develop a rubric that the committee can evaluate at the next meeting. Francie will also compile a list of potential readers that the committee recommends.

6. **Update on Habits of Mind Campaign**

- Bryan Reece presented an overview of the progress of the Habits of Mind Campaign. Bryan has been working with Associated Students, and they are very interested in assisting with the campaign, but they also want to see it happen this academic year. As a result, the initial run of the campaign will happen spring 2008. To date, Bryan has hosted several student focus groups which has led to the development of a logo
and slogan (Do you Falcon? / iFalcon) for the campaign. Working with the students, Bryan has also been able to develop the “look” for the campaign posters that will be displayed around campus. In his presentation, Bryan also provided an overview of the web site that will be developed to support the faculty driven aspects of the campaign. Bryan Reece and Cheryl Shimazu will manage the initial launch of the campaign this academic year. Bryan will also form a faculty resource group that will assist with the initial launch of the program.

- The Habits of Mind website will include an overview of the campaign and explanations of each of the elements of Habits of Mind. Each section (F-A-L-C-O-N) will include videos of students talking about the Habits of Mind as well as a variety of activities faculty can use with their classes.
- Once the program runs this spring, Bryan and his group will assess the program and make any necessary modifications in preparation for a second run in the fall.
- The initial Dev Ed plan set aside $2000 for faculty stipends to plan this campaign. Cheryl and Bryan have agreed to forgo the stipends and instead use the $2000 hire a student hourly to assist with the development of the program.
- The Habits of Mind website will include a page that highlights students who have been honored for their academic achievement. Faculty members will be encourage to highlight and talk about these achievements in their classes.
- Dev Ed Committee members recommended some additions to the Student Achievement page, adding Scholar’s Honors students, especially those who have some up through developmental education classes, as well as Students who have been awarded scholarships.
- There was discussion about which week in the semester the campaign should launch.
- Jan Connal recommended developing a Habits of Mind statement that could be incorporated into class syllabi.
- ML Bettino asked about the proposed format for the quizzes that will be available. Bryan Reece responded that initially the quizzes will be very low tech, but once the site is launched, then there will be work done to revise the delivery format so that faculty will be able to assign the quizzes and see how their students do on them.
- Ilva Mariani recommended letting faculty know now that the Habits of Mind campaign will be starting in the spring so they can begin to prepare.
- Francie Quaas-Berryman recommended reaching out to part-time faculty to get them involved as well.
- Stephen Johnson spoke briefly about the importance of this campaign and the multiple ways this will make a difference here at Cerritos.
- Martha Robles recommended including recruiting students that represent the full diversity on campus, including age and ability, for the posters, and not just recruiting 20-somethings. Sue Parsons also recommended including older students in the focus groups that are planning this campaign.
- Bryan said he hopes that transfer students will also be highlighted on the achievement page, but we haven’t been collecting this data, so we will need to build this database.
- Another question was raised about whether some of this information could be offered in other languages.
- Overall, everyone agreed that the planned campaign looks terrific!

7. **FIG Inquiry Questions**
- Prior to the meeting, committee members submitted potential FIG topics/questions.
- Sue Parsons and Jan Connal provided the committee a brief overview of FIGS (how they work and what type of questions would work well). A small group of faculty works together to study a question. The information that is gathered/discovered then informs the practice of teaching for the participants. The answers come from student work and what can be learned from the work. The focus is on “what did the student
learn?” rather than “what did I teach?” The student work serves as evidence for the conclusions/outcomes developed by the FIG. Many times a rubric is developed that articulates the shared understanding that comes out of the FIG.

- As a committee we need to determine which topics to go with. Bryan Reece recommended coming up with a couple more than we need, so if some do not generate interest, we will still have what we need.
- Sue Parsons recommended looking at how we might frame the FIG questions around the Effective Practices. For example: How do we foster content integration in our classes? How do we foster integration between student services and content classes?
- Virginia Romero recommended grouping some of the questions so that several related issues could be examined together. For example, study skills could be a broad topic.
- Bryan Reece recommended that each FIG group produce something that can be included on the “Body of Practice” web site that is being developed by Kimberly Rosenfeld. Bryan also recommended going back to previous FIGs to see what they were able to develop and if that information could be shared with the campus through the website. We should try to develop FIG questions for topics which have not previously been explored on campus in order to continue to expand our overall knowledge base.
- To develop the focus of the questions, Jan Connal recommended that each committee member identify eight questions that look interesting. Then Francie Quaas-Berryman will look for patterns and try to match them up with effective practices.
- Timing of the FIGs: get questions and process established this fall, and then prepare for the FIGs to run in the spring.

   - This was held over to the next meeting. This will be an off-schedule meeting on the 5th Tuesday of the month.

9. **Other:**
   - The Coordinating Committee approved our motion that the Developmental Education Coordinator be a non-voting member of the committee.

The next meeting will be September 30 at 2:00 in the Faculty Resource Room (LC 62) in the Library.

Jan Connal adjourned the meeting at 3:37.