College Committee on Developmental Education  
Minutes  
Nov 4, 2008

Members Present:  
Sylvia Bello-Gardner  
Marilyn Brock  
Suzanne Crawford  
Bonnie Helberg  
Young Kim  
Sue Parsons  
Martha Robles  
Virginia Romero  
Joann Sugihara-Cheetham

   M.L. Bettino  
   Jan Connal  
   Mary Hunt  
   Ilva Mariani  
   Bryan Reece  
   Michelle Rodriguez  
   Sally Sestini  
   Yvette Juarez

Members Absent  
Renee De Long Chomiak  
Young Kim  

Guests  
Carolyn Chambers

Dev Ed Coordinator: Francie Quaas-Berryman

Jan Connal called the meeting to order at 2:08.

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<tr>
<th>Agenda Item</th>
<th>Discussion</th>
<th>Action</th>
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<td>Approval of Minutes</td>
<td>Sally Sestini Moved to approve the minutes. ML Bettino seconded the motion.</td>
<td>Minutes were approved as corrected.</td>
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<td>Three committee member names were listed in both present and absent sections.</td>
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<td>The names of the labs/learning centers were corrected to accurately reflect the names of the centers rather than how these spaces were referred to in the meeting.</td>
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<td>Jan Connal presented a proposed format for the agenda and minutes. There was consensus among the committee that this new format might help make the work of the committee easier to track.</td>
<td>Committee members were asked to review this document to be sure that everything we are currently working on has been included.</td>
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<td>Jan Connal presented the first Developmental Education Action Agenda: On a quarterly basis, we will look at what action has been taken moving the goals of the committee forward. This will enable the committee to assess our progress and keep everyone up to date.</td>
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<td>Conference Reports</td>
<td>Martha Robles shared information about the four colleges that were honored at the Student Success Conference for their work in the Basic Skills area. Suzanne Crawford: shared information from the Faculty Association of the California Community Colleges Educational Institute Part-time Faculty Symposium at Irvine Valley College held on October 25. Two of the workshops of interest were about SLOs presented by Dr. Lisa Brewster. As a result of what she learned, Suzanne encouraged the committee to be more inclusive of part-time faculty in what we do: developmental education, SLOs, FIGs, habits of mind, etc. Jan Connal presented a report from the Student Success Conference: National Writing Project (Richard Sterling). Faculty who go through this type of faculty development (intense, sustained) have higher student success rates than faculty who have not gone through this training. The National Writing Project also teaches instructors how to do classroom research, which goes along with the work that has been done through Carnegie. Jan recommended trying to get faculty involved with the UCI program.</td>
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<td>Site Visit Reports</td>
<td>Grossmont: This college has an extensive reading/writing learning community program. The committee members who went to this site were impressed by the sense of community and collaboration among the faculty involved as well as how well the students themselves were able to articulate the benefits of the program. The students were able to explain how what they were learning in the reading helped with their writing as well as how the writing helped with the reading. Mt SAC: This college has a Developmental Ed Department, and the Learning Center is connected with this department. The open lab is a welcoming space that is open to all students on campus. The lighting helped create this warm and open environment even though the lab itself was at the basement level. Since the center is connected with the Development Ed department, the faculty have</td>
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<td>Developmental Education Goals: Progress and Issues</td>
<td>A. Establish a well-coordinated, highly integrated, inclusive and effective program to support developmental learners in both preparing for and succeeding in college level courses and programs</td>
<td>None</td>
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the ability to assist students in math and English. There is always an instructor on duty in the center. The faculty offices are located around the center, so faculty are readily available to students. This is a well-coordinated program. There was a central center where students checked in, and there were clear directions how to get to the area of the center the students needed to access. The college also provides a flier that outlines all the tutoring services available on campus. Outside of the Dev Ed Department, tutoring is located in close proximity to the classrooms. Thus English tutoring is located where the English classes are taught. Math tutoring is located where the math classes are taught.

Chaffey: This college has a fascinating Success Center program. The committee members who went to this site were impressed with the collaboration between the faculty members and the learning/curriculum specialists in the Success Center to develop meaningful activities that supported classroom instruction. This then left the faculty with more class time to work on other issues. The philosophy of the Center is proactive, students use the Center as part of their normal behavior as successful students, rather than a “fix-it” mentality, trying to involve students after they run into difficulty. The level of institutional commitment to the Success Center is admirable. While the initial cost to the district is substantial, the center pays for itself with long term success rates.

Discussion of Dev Ed Mission Statement

The committee began its discussion of a Dev Ed Mission Statement. Francie Quaas-Berryman brought in some sample mission statements as dialogue starters. The committee identified elements from the samples that resonated for them individually as well as issues not represented in the samples that we would like to include in our mission statement.

It was recommended that in attention to working on the issues the committee liked from the samples, that we also look at the individual department mission statements and coordinate the Dev Ed Mission statement with the department level statements.

With the feedback from the committee Francie Quaas-Berryman will draft out a Mission Statement for the committee to review at the next meeting.

B. Establish and nurture a campus-wide culture of inquiry and innovation among all faculty who support developmental learners

Next Cycle of Innovation Grant Funds

We have been given approval to offer $100,000 for the next round of Innovation Grants. The funds would need to be spent by June 30, 2010.

Francie Quaas-Berryman will draft an
It was proposed that the announcement regarding the grants go out in the spring, with corresponding information sessions to help those interested in applying address the specific issues identified by the committee as important for this process.

The committee came to consensus that the Initial announcement would go out this semester. Information sessions would be scheduled for late January. The proposals would be due March 1\textsuperscript{st}, and the announcement of funding would be made in April, which would then give groups the opportunity to get things in place over the summer.

Jan Connal asked the committee for volunteers to assist with the grant information sessions.

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<th>Habits of Mind FIGs roll-out</th>
<th>Francie Quaas-Berryman has identified facilitators for the Habits of Mind FIGs. An announcement will go out this week asking for participants for the FIG groups. The facilitator training is scheduled for Nov 12\textsuperscript{th}. There was discussion about specifically recruiting part-time faculty for the FIGs.</th>
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<td>C. Establish student success improvement goals for all developmental levels of math, English, reading, and ESL.</td>
<td>Jan Connal presented several data reports that furthered the data discussion from the Oct 21\textsuperscript{st} meeting. The first report looked at the proficiency levels of students taking the assessment tests for the first time. The committee discussed the importance of developing some kind of orientation or information for students going into the assessment so they better understand what will be expected and the implications of the assessment. It was pointed out that the waiting period between assessments is very long here at Cerritos, so a student who does not do well on the initial assessment cannot review and then re-assess. They must wait a semester to be re-assessed. There was also discussion about how reading, math, English, and ESL faculty assess the assessment tests and about problems that have</td>
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already been identified with the assessment process (such as the ESL/English issue of getting ESL students enrolled in the appropriate courses).

Jan specifically thanked the assessment center and research and development for their assistance in collecting this data.

D. Establish well coordinated, inclusive and effective "Success Center(s)" with highly integrated academic curriculum to support developmental learners in both preparing for and succeeding in college-level courses and programs.

E. Establish and/or expand orientation programs and summer accelerated academic preparation programs to improve success rates of first year students.

The next meeting will be Nov 18th at 2:00pm in the Faculty Resource Room (LC 62) in the Library.

Future Agenda Topics:
- Dev Ed. Research Agenda
- Student Learning Assessment Management System
- Ongoing Data Reports for Faculty
- Online Professional Network Site
- Teaching and Learning Practices related to “Success Center(s)"

Jan Connal adjourned the meeting at 3:47 pm.