Mission Statement:

Developmental Education at Cerritos College establishes a foundation upon which to build opportunities for student achievement by enabling student development necessary for success in college, in a career, and in life. Developmental Education facilitates the transition into college level learning.

Members Present:

<table>
<thead>
<tr>
<th>Name</th>
<th>Action</th>
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<tbody>
<tr>
<td>M.L. Bettino</td>
<td>Yes</td>
<td>Bob Chester</td>
<td>Yes</td>
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<tr>
<td>Geri Codd</td>
<td>Yes</td>
<td>Jan Connal</td>
<td>Yes</td>
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<tr>
<td>Renee De Long Chomiak</td>
<td>Yes</td>
<td>David Fabish</td>
<td>Yes</td>
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<tr>
<td>William Farmer</td>
<td>Yes</td>
<td>Charlene Fobi</td>
<td>No</td>
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<tr>
<td>Patty George</td>
<td>Yes</td>
<td>Bonnie Helberg</td>
<td>Yes</td>
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<tr>
<td>Mary Hunt</td>
<td>Yes</td>
<td>Yvette Juarez</td>
<td>Yes</td>
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<tr>
<td>Victoria Kennedy</td>
<td>No</td>
<td>Young Kim</td>
<td>No</td>
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<tr>
<td>Debra Moore</td>
<td>Yes</td>
<td>Sue Parsons</td>
<td>Yes</td>
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<tr>
<td>Martha Robles</td>
<td>Yes</td>
<td>Michelle Rodriguez</td>
<td>Yes</td>
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<tr>
<td>Virginia Romero</td>
<td>Yes</td>
<td>Sally Sestini</td>
<td>No</td>
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<tr>
<td>Armando Soto</td>
<td>Yes</td>
<td>Joann Sugihara-Cheetham</td>
<td>Yes</td>
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Guests: Lynn Serwin, Steve Clifford, Craig Breit, Carl Bengston, Carolyn Chambers, Sylvia Bello-Gardner

Dev Ed Coordinator: Francie Quaas-Berryman (absent)

Jan Connal called the meeting to order at 2:05

Agenda Item          | Discussion                                                                 | Action                                                                 |
----------------------|---------------------------------------------------------------------------|-------------------------------------------------------------------------|
Approval of Minutes   | Virginia Romero moved to approve the minutes from the October 20th meeting as presented. The motion was seconded by Patty George. Revisions if any: None Committee approved minutes. No abstentions. | October 20th Meeting Minutes approved as presented.                      |
                      | Bonnie Helberg Moved to approve the minutes from the November 3rd meeting with revisions. The motion was seconded by: Bob Chester. Revisions if any: Page 3: Change betting to enhancing. Change Aides to aids. Committee moved to approve the minutes, three abstentions. | November 3rd meeting minutes were approved as corrected. |
Conference Reports    | M.L. Bettino participated in the first of the Chancellor’s Office Webinars for Course Coding. There are several webinar dates for those interested |                                                                      |
- They are working on changing the coding for basic skills. All of the decisions will be made after the last webinar on December 3rd.
- March 1st is the date that Cerritos can then make changes in the system so that the current ARCC data is consistent throughout the State.
- The changes will then affect the ARCC data in the summer report.

The Chancellor’s Office is mandating that basic skills courses cannot be attached to a degree; therefore the college has to either change the degree requirements or change the course coding to make it a transfer level course.

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<tr>
<th>Developmental Education Updates</th>
<th>No report.</th>
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### Developmental Education Goals: Progress and Issues

#### 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

<table>
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<tr>
<th>Progress Review</th>
<th>Hand out for Progress Review on Goal 1 was inadvertently not copied so the Committee will postpone this item until the next meeting.</th>
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#### B. Establish and nurture a campus-wide culture of inquiry and innovation among all faculty who support developmental learners

| Progress Review | The Committee proceeded to review Goal 2.  
- Has Developmental Ed adequately involved or engaged the existing Staff Development Committee and associated campus staff to further this idea? No, we’ve done minimal outreach for collaborating in this area. David Fabish has contacted the Union regarding a mid-semester flex day which is, so far, standing firm in the set calendar. We want to find ways to have cost effective in-house activities that engage both full- time and adjunct faculty and believe flex days can provide time for this. Bill Farmer encouraged the Staff Development Committee (of which David Fabish is a member) propose a planned program which includes a mid semester flex week to make progress on this item. **Committee supports more collaboration with the Staff Development Committee and associated staff is needed – David Fabish will serve as our link.**  
- Good progress in sustained faculty development is being made with the iFALCON FIGs and the ning site, although more needs to be done with posting and sharing effective |
|-----------------|--------------------------------------------------------------------------------------------------------------------|
practices and materials. The growth in the number of FIGs over the last few years has been significant. Inter-institutional FIGs are ongoing. Several of the Innovation mini-grants provided professional development. The Developmental Writing Fellowship and the Friday meetings with adjuncts have been well received, as have the Strengths Quest trainings and reunions. Committee supports continued growth of FIG activities, especially engaging adjuncts from Math and English. Work with new Title V Project – Francie Quaas-Berryman will serve as our link.

- Have yet to develop a recognition program to honor students completing developmental education. Committee should consider requesting an Academic Excellence award be considered for Developmental Education.
- Have yet to plan or conduct a formative evaluation of Dev Ed faculty development. Jan and Francie had discussed hiring a consultant for this purpose, but perhaps this is something the new Title V grant could pursue. Develop a formative evaluation plan. Work with new Title V Project.

C. Establish, measure, and improve student success for all developmental levels of math, English, reading and ESL.

| Title V Math Tutoring Outcomes | Jan Connal shared a draft report evaluating the Title V Gateways Grant with a request to discuss the report’s recommendations. She would like the Dev Ed Committee to eventually make a more formal motion to forward the recommendations to the Coordinating Committee. From reading and discussing the recommendations the Committee made the following points:
|                              | • Math classes are 3 or 4 hours currently, add a recommendation to increase the hours to 5 (4 with one hour TBA).
|                              | • The State does not want to pay for a lot of basic skills instruction; therefore there is a limit on how many classes a student can have on their transcripts. Therefore if Cerritos makes it harder with more requirements, what happens if students don’t pass developmental courses and must retake them?
|                              | • Depending on the level of the student, the location of the tutoring might be more or less significant in getting students the assistance they need. We should study this.
|                              | • Tutors in the classroom provide a good transition because this brings the tutoring to students who do not otherwise take advantage of the assistance. |
- Environment makes a difference with students (some tutors are better at creating a welcoming, supportive atmosphere).
- The lowest level students are the least likely to correctly judge if they can take independent learning classes.
- An orientation is given in the semi-independent classes; this would be a wonderful time to incorporate iFalcon.
- Having classes that are more balanced.

The report and recommendations will be brought back so the Committee can vote on making recommendations to the Coordinating Committee.

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.

No Report.

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

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<th>Gathering Input on new students’ needs</th>
<th>Little time for discussion. There is growing interest in front-loading student success. Some are referring to orientation while others are calling for a success course. The Committee will discuss beginning students' needs at its next meeting.</th>
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| Habits of Mind Project update and Dev Ed Collaboration | Lynn Serwin distributed a handout describing the four major goal activities for the Habits of Mind Title V grant. The grant’s major purpose and goals included:  
- To expand student commitment to the six primary habits of mind. Research shows that students who practice these habits are more successful.  
- To create a culture of the habits of mind on campus, and there are ten areas in which to create that culture on campus:  
  1. Classroom instruction (content type instruction in a classroom setting);  
  2. Counter Service (any student interaction with someone over the counter, library, counseling);  
  3. Counseling;  
  4. College orientations (student orientation);  
  5. Developmental Ed courses (language associated with iFalcon will be the language in Dev Ed courses);  
  6. Study skills/workshop center (student success);  
  7. iFalcon outreach (the website, twitter, email, videos)  
  8. Significant others (family, friends who influence the students);  
  9. General campus outreach;  
  10. Peer to peer (students influencing students) |
Steve Clifford indicated that the role of the Developmental Ed Committee is in the areas of Counseling, College orientations, Dev Ed courses, and Study Skills/ Workshops Center (identified on the handout as the four left circles). These are the areas for which iFalcon would need Dev Ed Committee members to be ambassadors to the rest of the campus. This is where Dev Ed would connect with iFalcon to help students commit to the habits of mind.

In addition, the grant is also supporting:
- Outreach, an awareness campaign with posters, banners, email, twitter, facebook, myspace, etc. We are working on reaching every area that the student might turn to so that they can be reminded of the habits of mind.
- An iFalcon Club to work with the peer-to-peer influence.

iFalcon would like the Developmental Education Committee to:
1. Gather feedback from the divisions and faculty members as to what is wanted from iFalcon. iFalcon needs Dev Ed Committee members to be the ambassadors to start the conversation now with faculty members so that in division meetings they already know what is going on.
2. Continue to work on the Student Success Center and dialogue about incorporating iFalcon into the Center.

Comments from the Committee included:
- As the culture changes on campus, it would be good to add an Academic Excellence award for iFalcon.
- Is iFalcon pulling the information together somehow so that the rest of the campus is able to utilize it? Yes, through a series of workshops and FIGS and lesson plans, slowly iFalcon is able to get that information back to the campus and faculty to be able to use it in the classroom.

The next meeting will be December 1, 2009 2:00 to 3:30 p.m. in LC 62 (FRRC)

Future Agenda Topics:
+Dev Ed Committee Function and Participation in Student Success
+Cerritos College Comparison Cohort: ARCC data, Academic Calendars & Effectiveness Indicators
+ Feedback gathered about students’ study and learning skills needs

Jan Connal adjourned the meeting at 3:40 p.m.