College Committee on Developmental Education
Minutes
November 1, 2011

The Mission of the Cerritos College Committee on Developmental Education is to insure that the college maintains well-coordinated, highly-integrated, inclusive and effective support for all Cerritos College Learners

Members Present:

| Yes | Sylvia Bello-Gardner | No | Brock, Marilyn (Interim VP Academic Affairs) |
| Yes | Chomiak, Renee De Long (ACCME) | Yes | Coulter, Lucia (ESL) |
| Yes | Fabish, David (English) | Yes | Hunt, Mary (DSPS) |
| No | Helberg, Bonnie (Reading) | Yes | Jarrett, George (At Large) |
| No | Juarez, Yvette (Classified) | Yes | Lewellen, Michelle (CTE) |
| Yes | Mariani, Ilva (Math) | No | Marks, Sandy (CTE) |
| Yes | Moore, Debra (Faculty Senate President) | No | Nguyen, Kay (Research and Planning) |
| Yes | O’Neil, Scott (Math) | Yes | Paige, Matt (Reading) |
| No | Parsons, Sue (at large) | Yes | Quaas-Berryman, Francie (DE&SCC) |
| No | Reece, Bryan (DASIE) | Yes | Robles, Martha (Adult Ed) |
| No | Rodriguez, Michelle (Classified) | Yes | Norma Rodriguez |
| Yes | Soto, Armando (Counseling) | | |
| VACANT | VACANT (English) | | |
| VACANT | VACANT (ASCC) | | |

Guests: Tim Nguyen (proxy for Kay Nguyen), Graciela Vasquez, Frank Mixson, Frank Gaik, Bob Chester, Carolyn Chambers, Marisol Sandoval

Developmental Education Committee Responsibility:

- Recommend policies and practices to support developmental learning including the skills, services, and activities.
- Recommend services and activities for the student learning support centers.
- Monitor trends and practices on Developmental Education issues and communicate them to the college.

Developmental Education Action Plan Goals:

1. Establish and implement an assessment and evaluation plan for continuous quality improvement in Developmental Education programs and services.
2. Nurture a campus-wide culture of inquiry, evidence, and innovation among all faculty by establishing and supporting a “Faculty Success Center.”
3. Establish and expand academic preparation and programs to move students efficiently through the developmental education course sequences.
4. Establish well-coordinated, inclusive, and effective “Success Center(s) with highly-integrated curriculum to support learners in both preparing for and succeeding in college-level courses and programs.
5. Develop and Expand campus programs that prepare students for required assessments, orient students to the college culture, and counsel students to begin required developmental classes as early as possible in their academic career.
Meeting called to order by Francie Quaas-Berryman at 2:05 pm

I. Approval of Minutes
Scott O’Neil motioned to approve the meeting minutes from October 4, 2011. Deb Moore seconded the motion. The committee approved the minutes as presented.

There were no abstentions.

II. Developmental Education Updates

Goal #1: Establish and implement an assessment and evaluation plan for continuous quality improvement in Developmental Education programs and services.

- No Report

Goal #2: Nurture a campus-wide culture of inquiry, evidence, and innovation among all faculty by establishing and supporting a “Faculty Success Center.”

- No Report

Goal #3: Establish and expand academic preparation and programs to move students efficiently through the developmental education course sequences.

Accuplacer/MyFoundationsLab Pilot Project

- Graciela Vasquez presented an overview of the pilot project currently running on campus.
- The pilot targeted students who placed within 5 points of the cut score for the next level course in the sequence (for Math, Reading, or English)
- 129 student enrolled in the program.
- The students went through a program orientation in mid-September. They completed assessment pre-tests in early October. They are currently doing the MyFoundationsLab module work. At the end of November they will complete and assessment post-test. If they place into a higher level course, they are guaranteed a spot in that course in the spring 2012 semester. If they do not improve, they will not be guaranteed a spot in the spring.
- The students’ retention and success will be tracked through the spring 2012 semester. When they enroll in the next class, are they prepared for success?
- The pilot is being run through AED 42.05, which is an Assessment Preparation course. The course is Instructor supervised and tutor supported.

After the presentation, there was an opportunity for questions

- If we continue with this program, what will the cost be to students?
- Would this program be cost effective if the cost of the access as well as the cost of the instructor/tutor is factored in? How would this program be paid for if we implemented it?
- Concern was raised about a course like this “replacing” teachers in Dev Ed courses. In response, the point was made that a “failure report” was run (students who attempted to enroll in a particular course but were not able to secure a seat). For Math 20 alone, there were over 1000 students who tried to enroll but were not able to get a seat.
- There was a question as to whether we can identify a control group and compare the success rates of the control group with the pilot group.
- There was a recommendation to track the success/retention of the math students for two semesters after the pilot rather than just one.
There was a suggestion to move beyond Math, Reading, and Writing and to provide more work on the study skills that will help students succeed.

There was a suggestion to use MyFoundationsLab as an assessment prep activity rather than a follow up activity.

The program is DSPS accessible

The activities do not need to be done in the Success Center. Students can access the program from any computer with an Internet connection. The point was raised that it works well on a computer, but not on a smartphone.

After the presentation, Frank Gaik read a response to the program and made three recommendations:

- “Students should be able to retake the Accuplacer in English after two weeks without encumbrance.”
- “Students should be offered a wide array of options for taking of retaking the Accuplacer, including on-line, open access materials, English department publications, and the full range of services in the Success Center—workshops, DLAs, tutoring, and technology. The Assessment Center Website should be enhanced.”
- “Students who are preparing to retake the Accuplacer should also be guided into the kinds of skills, practices, and habits of mind that we know are necessary for success in college composition.”

There was again an opportunity for discussion

- The point was made that administering the Accuplacer costs money, and at this time the college does not have the funds to allow students to take the assessment multiple times.
- A suggestion was made to develop an information video that students would see immediately after completing the campus application. Francie Quaas-Berryman will put together a group to work on this project.

**Goal #4:** Establish well-coordinated, inclusive, and effective “Success Center(s) with highly-integrated curriculum to support learners in both preparing for and succeeding in college-level courses and programs.

- No report

**Goal #5:** Develop and Expand campus programs that prepare students for required assessments, orient students to the college culture, and counsel students to begin required developmental classes as early as possible in their academic career

- No Report

**Other:**

- The Draft of the California Community Colleges Task Force on Student Success was introduced to the committee. Committee members were told where they could offer feedback on the draft.

The meeting was adjourned at **3:30**

The next meeting will be February 7, 2012 2:00 to 3:30 p.m. in LC 62