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:

<table>
<thead>
<tr>
<th>Yes</th>
<th>Sylvia Bello-Gardner</th>
<th>No</th>
<th>Brock, Marilyn (Interim VP Academic Affairs)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>Chomiak, Renee De Long (ACCME)</td>
<td>Yes</td>
<td>Steve Clifford (English)</td>
</tr>
<tr>
<td>Yes</td>
<td>Coulter, Lucia (ESL)</td>
<td>Yes</td>
<td>Hunt, Mary (DSPS)</td>
</tr>
<tr>
<td>No</td>
<td>Helberg, Bonnie (Reading)</td>
<td>Yes</td>
<td>Juarez, Yvette (Classified)</td>
</tr>
<tr>
<td>Yes</td>
<td>Lewellen, Michelle (CTE)</td>
<td>Yes</td>
<td>Niki Lovejoy (English)</td>
</tr>
<tr>
<td>No</td>
<td>Marks, Sandy (CTE)</td>
<td>No</td>
<td>Moore, Debra (Faculty Senate President)</td>
</tr>
<tr>
<td>No</td>
<td>Nguyen, Kay (Research and Planning)</td>
<td>Yes</td>
<td>O’Neil, Scott (Math)</td>
</tr>
<tr>
<td>Yes</td>
<td>Paige, Matt (Reading)</td>
<td>Yes</td>
<td>Parsons, Sue (at large)</td>
</tr>
<tr>
<td>Yes</td>
<td>Quaas-Berryman, Francie (DE&amp;SCC)</td>
<td>Yes</td>
<td>Reece, Bryan (DASIE)</td>
</tr>
<tr>
<td>No</td>
<td>Rodriguez, Michelle (Classified)</td>
<td>Yes</td>
<td>Norma Rodriguez</td>
</tr>
<tr>
<td>Yes</td>
<td>Soto, Armando (Counseling)</td>
<td>Yes</td>
<td>Maria Torres</td>
</tr>
</tbody>
</table>

VACANT (At Large) VACANT (Adult Ed)

VACANT (ASCC)

Guests: Tim Nguyen (proxy for Kay Nguyen), Graciela Vasquez, David Fabish

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 2:11 pm (NOTE: The meeting was moved to the open lab in the Success Center as LC-62 was double-booked)

I. Approval of Minutes

Scott O’Neil motioned to approve the meeting minutes from November 1, 2011. Renee De Long Chomiak seconded the motion. The committee approved the minutes as presented.

There was one abstention: Yvette Juarez.

II. Developmental Education Updates

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

- Bryan Reece briefly introduced success and retention data from the Dev. Ed. courses. Two of the ARCC measures that are currently below average and slightly declining are the success and persistence measures for Dev. Ed. courses. Through impacted departments (Math, English, Reading, and ESL), we will begin to examine the data and through the unit planning and program review begin a self-reflective process that will lead to improvement strategies.

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 a follow-up report on the Accuplacer Pilot what was done in the fall. Approximately 1000 students received the invitation to participate in the program. 129 students enrolled. Of those 34 were "no shows," and 37 started but didn’t complete. 58 students completed the program. Of the 58 students who completed the program, 52% increased their placement level by 1 or more courses in English, Reading, and/or Math. 46% increased Math placement by 1 or more courses. 40% increased English placement by 1 or more courses. 28% increased Reading placement by 1 or more courses. 9 of the 58 students moved up two or more courses. 100% of the students showed improvement. The program is being offered again this semester, and 93 students are participating. There is also a pilot program underway with the ABC Unified School District, offering the program at Tracy High School. The pilot includes 25 students, and the ABC School District is paying $200 per student participant to cover the costs of the program. The student feedback on the program was positive, with 90% indicating the program was easy to use, 82% indicating they were satisfied with the progress they made, and 88% indicating they would recommend this program to a friend.

- In the discussion after the presentation, there was a request for a control group comparison: How do the reassessment placement scores of students who completed the MyFoundationsLab work compare to reassessment placement scores of students to re-took the assessment after waiting the required four months.

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

- Renee De Long Chomiak presented information on the progress of the mandatory Assessment, Orientation, and Counseling (AOC). The program was implemented this spring, and so far is going well. First-time new college students are being directed to the Early Success Program (deadline June 12). Participation in this program will give students an earlier enrollment date than those who are not participants in the program. Terrie Lopez is also doing outreach to the local high schools to get the students to assess early to better understand their college readiness before they arrive here at Cerritos and provide the students with time to prepare for the assessment. Questions about mandatory AOC can be directed to Renee De Long Chomiak.

The meeting was adjourned at 3:15

The next meeting will be March 6, 2012 2:00 to 3:30 p.m. in LC 62