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:

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

Guests: Tim Nguyen (proxy for Kay Nguyen), Carolyn Chambers (proxy for Renee DeLong Chomiak); Blaire DiGiovanni; Joann Sugihara-Cheetham

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

Deb Moore motioned to approve the meeting minutes from March 6. Scott O'Neil seconded the motion. The committee approved the minutes as presented.

II. Developmental Education Updates

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

The committee read the student work for two of the Dev Ed SLO assessments: Reading and identifying main ideas and supporting details in a paragraph; identifying the main ideas and supporting details in lectures.

After the assessment of the Reading SLO, there was some discussion:

- Most of the student work indicated students were “emergent” on this measurement.
- The question was raised: Are we asking students to demonstrate a skill we do not explicitly teach in most of our Dev Ed courses?
- Some papers didn't seem to clearly fit the rubric. Some papers identified details but not the topic sentences. The group decided to quickly re-evaluate the work after making a slight adjustment to the rubric. The original rubric required students to correctly identify the topic sentence in both paragraphs. The rubric was adjusted to give credit to students who had correctly identified one of the two topic sentences. The reassessment revealed that this moved a few students up to “satisfactory,” but the majority were still at “emergent.”
- A suggestion was made to have separate aspects of the rubric that would address the topic sentences and the supporting details.
- A general observation was that the second paragraph in the reading seemed to give the students more problems than the first paragraph.
- Rather than having the students circle and underline the information, it was suggested to number the sentences and have the students write in the numbers. This strategy could lend itself to a scantron style assessment, which would make the assessment process easier.
- Lead-in words, such as “for example,” might lead students to select those sentences incorrectly.
- In the future, there will be additional Success Center workshops on finding the main ideas in paragraphs. The workshops will also provide additional opportunities for assessment.
- A suggestion was made to give the same assessment to transfer level courses to determine if the problem is with student knowledge in the Dev Ed courses or with the instructions and/or the assessment itself.

The committee also reviewed the Lecture Notes assessment.

- We need to develop an improvement plan that helps students move toward being ready to succeed in transfer level courses.
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.

- No Report

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

Items from the Floor:

Lucia Coulter raised concern that the success data on ESL is incorrect, and there are currently significant actions being taken on campus to resolve this problem. The committee will make a request to Joann Sugihara-Cheetham, chair of the ESL Department, to come to the first meeting in the fall to present information on the work being done in ESL.

The meeting was adjourned at 3:26

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