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| ***COMMITTEE:*** | **Foundation Skills** |
| ***MEETING DATE:*** | **10/24/18** |
| ***LOC./TIME:*** | **T808 2:00-3:30pm** |
| ***PARTICIPANTS:*** | **Anna, Suzan, David, Eleni, Barbara, JAcinda, Chuen, Beth, Denise, Ian** |
| ***NOTETAKER:*** | **Ian Latta** |
| ***HANDOUTS:*** | |  |  | | --- | --- | | * Meeting Agenda * Previous Meeting Minutes * Funding proposal |  | |

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| **AGENDA ITEM** | **ACTIONS TAKEN** |
| 1. **Suzan’s funding request (embedded counseling)**   (15 minutes)  in ESOL, embedded counselors need a specific plan tailored to the students’ unique needs.  Compare with DSPS/English/Math  Anna: in Math 240, the counselor visited class 4 times during semester, sharing resources, important decisions and dates, ed plan…  Anna shares gradebook with Terrence, gives him heads-up about students who disappeared, asked him to contact students.  Suzan: do the students have better success rates/persistence rates?  Beth: counselors are reporting a higher rate of ed plans in the same classes. Counselors are seeing a return on investment in terms of SEPs. When students have SEPs, they do better. Anecdotally, students are appreciative about learning about resources.  Barbara: How did the instructors receive the counselors? Was it written into the course outline?  Suzan: For ESOL, we were disappointed that more faculty didn’t participate in key intervention points over the semester. It’s hard for the ESOL students to negotiate the third floor.  Beth: Integrated counselors are currently paid $1K for each class they are embedded in but it is a little much. We don’t recommend paying that much in the future. | Funding not approved |
| 1. **Update on AB705**   **English and Math departments supports?**  (15 minutes)  **Math:** different colleges will go different ways.  How many lower level classes will remain?  Pre-algebra and arithmetic are going to be combined into accelerated 261 class.  Most students will be placed into transfer-level class unless they request otherwise.  CO-REQ model. Students who need help, based on their GPA will sign up for support class that meets before the mother class.  Handoff with adult schools at Merritt and BCC  Rina: we can comply, but are we actually serving the students? Cutting classes is better so students don’t place themselves too low, but they need a safety net. What if half the students fail?  Beth: there is no assessment, but there is placement.  Denise: Co-req vs linked classes. Linking is complicated.  Chuen: is support class credit or noncredit?  David: Linking classes is a nightmare.  Beth: If the whole district is doing it, it’s on them to figure out how to do it.  Eleni: 30 percent of students do not have HS GPA  Chuen: Does the district need to cross reference GPA with goals?  Denise: Self-reported GPAs were accurate.  Eleni: Basic Skills and DSPS students. Only six percent of students declare “Skill development” as their goal. They might be referred to pathway programs at adult schools.  GPA under 2.6 students will be recommended to also take a coreq.  In spring: 269 and 264 will continue. 508 workshops to be piloted  Fall 19: 1-2 sections of 264  Regular 1a (2.6 gpa and above)  1a+508 (2.5 and below)  Barbara: in ESOL we are making sure that students are declaring the accurate goal so they are counted correctly.  Eleni: Some students who declare basic skills will rethink and decide to transfer.  Chuen: We went with noncredit model to reduce number of units they waste financial aid on.  Can we afford to require the support?  Rina: What happens to the students who don’t pass the transfer plus support?Adult school might be only GED prep.  Chuen: This question pertains to the whole stat, not Laney.  Barbara: This is an urban school and Laney question. AB705 is designed for rich suburban school.  Suzan: Students will need multiple supports.  Beth: A lot of students who fail the first semester pass the second time.  David: The first year we need to track students who didn’t pass the first time, we need to check in with why they didn’t pass the first time.  Eleni: We have to learn to teach differently.  David: some teachers might have higher success rates. We should follow these successful teachers.  Chuen: could be students coming in are different  Eleni: needed facilities should be identified in APU for | None |
| 1. **Form working groups to come back with plans and funding requests for the remainder of the year (up until June 2019).** | **Working groups formed but not scheduled:**   * **DSPS support** * **ESOL/Noncredit** * **Student Success Center** |