NOTES 11/13/18

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| ***COMMITTEE:*** | **Foundation Skills** |
| ***MEETING DATE:*** | **11/13/18** |
| ***LOC./TIME:*** | **T808 2:00-3:30pm** |
| ***PARTICIPANTS:*** | Eleni, Beth, Evelyn, Marla, David, Barbara, Suzan, Anna, Jacinda |
| ***NOTETAKER:*** | **Ian Latta** |
| ***HANDOUTS:*** | |  |  | | --- | --- | | Meeting Agenda  Previous Meeting Minutes  Funding proposal |  | |

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| **AGENDA ITEM** | **GOAL** |
| 1. Library noncredit Research Skills Certificate   (15 minutes)  Evelyn: For many years, library has done orientations, but attendance was low. “one-shot” orientations.  We did community of practice in library Discovered best practice was to scaffold and do multiple sessions.  District librarians wanted to do noncredit certificate  3 courses, 2 hours each . one is pre-req to the next  classtime is precious, students need support without extra units  Most schools in Oakland don’t have librarians  They will not be co-reqs at this point  To be effective, it needs to be required or incentivized  Ideally, students would be in a cohort, and material would be contextualized with a real assignment  Marla: students might only want a piece of it, not the whole thing  Suzan: pre-reqs might lose flexibility for instructors to refer students to class Recommend but not require?  Anna: do you want to include specific assignments as examples?  Barbara: This is too much for ESOL students. We also cover a lot of this in ESOL classes. I recommend stand-alone workshops, similar to CCSF’s “spritzers.”  Chris: Sounds like a good resource to plan on in our classes. Students have different schedules over the course of the semester-- it might be hard for the whole class to make it. What do you have in mind for schedule or timetable?  Evelyn: Class might be hybrid or online. Initially, it wouldn’t be online.  Suzan: What kind of consultation happened? Does the course match English department’s approach?  Evelyn: We teach orientations all the time, so we do have a sense of assignments. We have checkboxes with outcomes.  Marla: Think beyond English and ESOL. Make it fun and current.  David: There are plenty of other courses where research papers are being written. Can you make sequence recommended?  Beth: Use a referral sheet to send students to a late-start class.  Evelyn: Time and again it has been shown that there is a connection between information literacy and student success.  Barbara: Quire a few courses have info literacy built into the course.  Jacinda: Offer as many times as possible. Let us know when the class are so we can refer students | Feedback from committee |
| 1. Integrated Counseling--Feedback and discussion, including Students’ needs and Best practices (20 minutes)   Suzan: I talked with APASS about how to adjust embedded counseling so it would work. We talked about adding counselors to listening and speaking classes. Problem is that the part time counselors’ schedules are rigid and they can’t make many of the targeted classes.  I wanted to bring it back to committee because I believe in embedded counseling but I’m not confident it will work through APASS. I’m not sure it’s a good idea to have the service.  Beth: Even half of the listening/speaking classes is significant.  Counseling department wants to keep doing it. Vicki supports it. There is a swell for this to become a program under the general fund. If we can pay for half, the students will inform their friends and spread information.  Barbara: Why are we doing this with APASS and not with Basic Skills Grant?  Eleni: Because we are paying them for extra work when they are not on the floor.  David: Why can’t APASS hire counselors with more flexibility in their hours?  Eleni: It’s not every day. It’s only a few times a semester.  Marla: When services come to class, the students reminded each other of the shared information.  Jacinda: When we assess the orientation to college, students hear about all of these resources, but do they understand.  Marla: Can it be a video? Then questions after the video.  Beth: Video is a good start, but it’s important to make personal connection. |  |
| III. ESOL plan for 2018-2019 and funding proposal  (20 minutes)  Barbara: plan includes expansions of things that were already funded. Plan includes: Basic Description, dollar amount, and what need it is meeting.  Funding proposal: We previously did Multiple Measures inquiry and recommendations: We found the best ways are: onboarding events, self-placement, and student surveys. We want to pilot.  We are going to continue the writing sample, read the student’s self-placement, and compare the student self-placement to the teacher placement.  Pilot will target 200 students  Suzan: Where are you targeting onboarding events?  Barbara: Attiya is helping. Noncredit v s credit courses. Hands-on. About 9 students. | Approved for $6000 |
| IV. Meet with working groups  (30 minutes)  Program reviews in other departments should mention we need more tech labs—success center. | DID NOT TAKE PLACE |
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