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|  | **Foundation Skills Committee NOTES 11/28/18** |
| ***MEETING DATE:*** | **11/28/18** |
| ***LOC./TIME:*** | **T808 2:00-3:30pm** |
| ***PARTICIPANTS:*** | Suzan, David M, Barbara, Rina, Chuen, Jacinda, Beth, Anna, Ian |
| ***NOTETAKER:*** | **Ian Latta** |
| ***HANDOUTS:*** | |  |  | | --- | --- | | Meeting Agenda  Previous Meeting Minutes  Funding proposal |  | |

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| **AGENDA ITEM** | **DECISIONS** |
| *ESOL College hour workshops Proposal*  Danitza presenting  Workshops intended to supplement classroom instruction  Lecture 20-30 min—after that groupwork  Lecture recorded  Students enroll in canvas shell so they can review lecture and practice activities  $200/workshop  surveying students for suggestions and other activities  Ian: tutoring?  No  Chuen: How many students? What location? How to promote?  Danitza: I will promote.  Suzan: We might be able to do in student success center once it gets up and running  Danitza: We’d like to do it in the library.  Beth: There are new smart classrooms in the F-building with wall-to-wall whiteboards.  David: would you consider doing it in the computer lab?  Suzan: with supplemental help, it’s good to have many different modalities and sources of support. The hope is that  Danitza: We want to put resources on Canvas so that faculty can see which students accessed the resource.  Rina and Anna both emphasized that resources should be devoted to compensate the person who will upload and caption videos.  Suzan: first semester is trial and error  Barbara’s funding proposal: *ESOL Non-Credit Community of Practice funding proposal*  Report-back on our community of practice:  developed canvas shells to house materials, assesssments, meeting agendas.  These materials are already available for future instructors.  Align standards via rubrics  Noncredit is not properly institutionalized.  Reporting attendance has been an issue because of lack of infrastructure  There have been issues with enrollment.  Things being done by hand  Off-site classes  Stipends helped to ease the growing pains for ~~guinea pigs~~ instructors  In the spring, we are continuing early levels and adding higher levels. We are adding vessel courses  $500 for someone just attending the community of practice  $1000 for meeting and homework  $1500 for meeting, homework, and uploading materials  $2000 for all of the above and teaching a new course  $2500 for those who are teaching the course for the first time and taking on the most responsibility, including charingin meetings, developing materials (based on real-life interactions, which involves research) and assessing students.  Barbara: we want to give some wiggle-room on the stipend because new needs arise and people step up and take on new work.  Beth: To make an EPAF, you will need to break down deliverables and scope of work.  I would like to use your outline as a model for other communities of practice. | Proposals funded |
| II. Institutionalizing support strategies—directions for the committee (30 min) | Ideas for how to institutionalize |
| 1. Math discussion   Discuss unique obstacles faced by students in math.  What supports have been tried?  What are the current directions for the math department?  Rina: I have concerns about AB705  We’ve always had different skills levels, but the disparity is going to be very drastic. Students might come in with no algebra background.  We’ve tried to prepare them with 230/240 courses.  For the math classes on the horizon, I’m not confident support courses are going to be enough.  I have concerns about DSPS students  Curriculum needs another look. It’s too much to fit into the AB705 timeline. Statistics will have to offboard some algebra to a support class. Precalc needs all of the skills in the COR, but it could be streamlined with more applications, rather than formulas and manipulating variables.  What happens when students don’t pass? Should we refer them to 240, 201, 203, etc?  Anna: Most of my students have had a big gap after their last math class. They are high on math anxiety scale.  Students takingit a second time do better if they get motivation that this time I am going to do it. They put in a lot of time and take advantage of resources to help.  Barbara: As a department are you discussing issue of students failing at high rates?  Rina: We don’t have a lot of meetings, but we do communicate over emails.  Anna: We do have a community of practice geared towards statistics, including designing a support course and revamping the curriduclum .  Rina: it’s not all the statistics instructors:  Anna: 5 instructors, out of 30 stats instructors.  We are looking into open learning resources  Jacinda: I went to disability conference.They were talking about universal design. Teaching as if everyone in the class has a disability. Multiple learning styles.  Barbara: How do you dissemate and spread what is being produced from community of practice.  Anna: The math lab tutors need more training.  They stand above the students.  They might give incorrect information.  There needs to be more oversight and training for the tutors.  Rina: We need more DSPS tutors.  Barbara: Can we encumber funds in the Spring for the Fall?  Suzan: We have always done that. Has that changed with new funding formula?  Beth: Has anyone heard about title 3 money? | Ideas for future funding proposals  Supporting instructors working with DSPS students, including help for students with physical disabilities . Do’s and don’ts  Supporting math instructors to update curriculum with stipends  Pre-calc community of practice  Standardizing and universalzing training in the math lab |